



1977-1978

Rush-
Presbyterian-
St. Luke's
Medical
Center

Chicago

Rush University College of Nursing Bulletin

Rush University Tentative Calendar 1977-1979

1977-78	Fall Quarter	1978-79
September 21-23	Orientation and Registration for New Students	September 20-22
September 26	Classes and Twelve Week Clerkships Begin	September 25
October 22	Eight Week Clerkships End	October 21
October 24	Eight Week Clerkships Begin	October 23
November 24-25	Thanksgiving Day Recess	November 23-24
December 5-9	Examination Week	December 4-8
December 17	Clerkships End	December 16
Winter Quarter		
January 3	All Classes/Clerkships Begin	January 2
February 25	Eight Week Clerkships End	February 24
February 27	Eight Week Clerkships Begin	February 26
March 13-17	Examination Week	March 12-16
March 25	Twelve Week Clerkships End	March 24
Spring Quarter		
March 27	Classes/Twelve Week Clerkships Begin	March 26
April 22	Eight Week Clerkships End	April 21
April 24	Eight Week Clerkships Begin	April 23
May 29	Memorial Day—No Classes	May 28
June 5-9	Examination Week	June 4-8
June 10	Saturday Commencement	June 9
June 17	Clerkships End	June 16
Summer Quarter		
June 19	Classes Begin	June 18
July 5	All Clerkships Begin	July 2
July 4	Independence Day-No Classes	July 4
August 23	Classes End	August 22
August 24-25	Examination Period	August 23-24
August 26	Eight-Week Clerkships End	August 25
August 28	Eight-Week Clerkships Begin	August 27
September 4	Labor Day-No Classes	September 3
September 23	Twelve-Week Clerkships End	September 22



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Rush University College of Nursing Bulletin

This bulletin is published for the faculty, students, and prospective students of the College of Nursing of Rush University. The University reserves the right to change any or all specifications contained herein and to apply revisions to present and new students alike.

Rush University
The College of Nursing
600 South Paulina Street
Chicago, Illinois 60612
(312) 942-7100

Rush University
Programs in the Health Professions
1977-1978

The College of Nursing

Bachelor of Science
Master of Science with majors in
Community Nursing
Geriatric/Gerontological Nursing
Medical/Surgical Nursing
Oncological Nursing
Psychiatric Nursing
Post Master's Study in:
Geriatric/Gerontological Nursing
Doctor of Nursing Science

College of Health Sciences

Bachelor of Science
Medical Technology
Master of Science
Clinical Nutrition
Health Systems Management
Doctor of Philosophy
Biochemistry
Immunology
Physiology

Rush Medical College

Doctor of Medicine



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"The academic medical center affords the best opportunity for health professionals to study their roles and their responsibilities for patient care, and to carry out some healthy introspection into how their relationships with one another and other members of the hospital health team may affect the well-being of patients."

*James A. Campbell, M.D., President,
Rush-Presbyterian-St. Luke's Medical Center*



Rush University

The Philosophy

The philosophy of Rush University is reflected by curricula designed to help guide students and faculty to conceptualize learning and health care practice in terms of urgent present and future health needs of society. This philosophy embraces the Rush University commitment to freedom of inquiry, excellence in scholarship and service, and innovative leadership in the delivery of health care.

Nursing and other health professions are approached as applied sciences with all of the scientific rigor implied by this concept. The ability to work harmoniously and productively with members of all the various health professions, and to contribute constructively to reform in the provision of health services to society, are integral components of the philosophy of the colleges.

All of us—at Rush University, and each of the affiliated colleges—share a commitment to offer our students the opportunity to achieve both breadth and depth in preparation for their careers in the health professions.

The Rush Tradition

The establishment of Rush University in 1972 by the Trustees of Rush-Presbyterian-St. Luke's Medical Center represents a combined heritage that stretches back to 1837. On March 2nd of that year, the Illinois State Legislature chartered Rush Medical College—two days before the city of Chicago was incorporated.

Forty-eight years later, in 1885, the first antecedent of the College of Nursing, the St. Luke's Hospital Training School of Nurses, opened its doors to offer diploma education in nursing. In 1903, the Presbyterian Hospital School of Nursing accepted its first students, and from 1956 until 1968, nurses were taught at the merged Presbyterian-St. Luke's Hospital School of Nursing. Before the establishment of the College of Nursing in 1973, a total of 7,221 nurses had graduated from these three schools. Many made outstanding contributions to the field of nursing.

Forebears of the College of Health Sciences can be traced to early members of the Rush Medical College faculty whose scientific inquiries led to numerous advances in the field of medicine. From 1959 until 1973, Presbyterian-St. Luke's Hospital sponsored a School of Medical Technology which was the second largest program of its kind in the city of Chicago. During this time, the one-year professional internship program for students completing requirements for the Bachelor of Science degree in Medical Technology certified over 200 students.

The Rush Medical College tradition began with Dr. Daniel Brainard, the founder, and Dr. Benjamin Rush, a signer of the Declaration of Independence and the physician for whom the College was named. Dr. Brainard was a distinguished surgeon and scientific investigator who led Rush Medical College to exert strong influence on medical practice and scientific research. Two years after the establishment of the Medical College, Dr. James Van Zandt Blaney, a member of the faculty, opened the first free medical dispensary west of the Allegheny Mountains. It became known as the Central Free Dispensary in 1873. In 1864, St. Luke's Hospital was founded, and, in 1883, Presbyterian Hospital. All three institutions merged in 1956 to form Presbyterian-St. Luke's Hospital and Health Center. In 1969,



"If the patient is viewed as a vital link to care, instead of as a passive recipient of care, he will become involved to a great extent as a helpful and knowledgeable person in the planning and management of his illness and the specific elements of his care."

*Luther Christman, Ph.D., Dean,
College of Nursing*



Rush Medical College merged with the Hospital to create Rush-Presbyterian-St. Luke's Medical Center.

Today Rush University continues to build on its tradition of commitment to the education of future health care practitioners and to the establishment of a rational system for the delivery of care to all segments of the population. The University is fully accredited by the North Central Association of Colleges and Schools to offer programs leading to the baccalaureate, master's and doctoral degrees. The medical technology program in the College of Health Sciences is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, and the College of Nursing is accredited by the National League for Nursing. The Medical College is accredited by the Association of American Medical Colleges.

As an integral element of Rush-Presbyterian-St. Luke's Medical Center, which was incorporated in 1969, Rush University is part of a cooperative health care delivery system, which serves approximately 1.5 million people through its own resources and those of affiliated health care and academic institutions. At the Medical Center, more than \$5 million is budgeted each year to carry out basic research and clinical investigation in traditional disciplines and in multidisciplinary areas, including nursing and related health.

The Rush academic tradition bases the learning environment in the health care system. Rush-Presbyterian-St. Luke's Medical Center and the new Sheridan Road Pavilion are the primary classrooms of Rush University.

The Commitment

The College of Nursing is an integral component of the Rush tradition. Convinced that education of health professionals is best achieved in an institution committed to both education and service, the Trustees of Rush-Presbyterian-St. Luke's Medical Center established Rush University and each of its colleges. They were responding to the current status of health care in our country: Health services have become highly specialized and fragmented without adequate coordination for total patient care. Uneven distribution of services in urban, suburban, and rural areas has made health care inaccessible to many Americans. Traditional roles in the delivery of health services are changing—and must continue to change on a planned and rational basis. Health services, which have been primarily acute-care oriented, must increasingly emphasize health maintenance and illness prevention.

By the 1980's there will be more career opportunities in the health professions than in any other field. Knowledge in the medical sciences is expanding rapidly, and with increased population and longevity, more people require a broader range of health services than ever before. In order to serve patients effectively, it is estimated that in addition to the physician at least five other health professionals are needed to deliver care.

Traditional approaches to health care delivery were based on giving care to the seriously ill. Today, only about 12 per cent of the population require such care. Nurses, medical technologists, and clinical nutritionists also work together with physicians and other health professionals to care for the rest, people who are well and need



to be kept well. They care for people who are worried about their health and require reassurance as well as medical assessment; people who are sick and need to be returned to good health; and people who are seriously ill and require ongoing care.

The health professions have always attracted individuals who have a deep concern for others. But concern alone is not enough. A vast range of knowledge and skills is needed as well as sensitivity.

The level of sophistication that is required of nurses and related health professionals calls for a background beyond a hospital school certificate or an associate's degree. Only a university program rooted in a health care institution can provide the broad academic and experiential base upon which to build a profession, a satisfying career, and the foundation for continued study in the field of health.

In 1975, Rush University conferred its first baccalaureate and master's degrees upon graduates of the College of Nursing and Allied Health Sciences.

In 1975, the board of trustees split the College in two forming the College of Nursing and the College of Health Sciences.

The Programs

Rush University offers programs in the health professions. The College of Nursing and the College of Health Sciences, in affiliation with fourteen liberal arts colleges and universities, offer programs leading to the Bachelor of Science degree, with majors in nursing and medical technology. The College of Nursing also offers the Master of Science degree with a major in nursing, post-master's study in geriatric/gerontological nursing, and a Doctor of Nursing Science degree. The College of Health Sciences offers the Master of Science degree with a major in clinical nutrition and a major in health systems management. In addition, doctoral programs in the basic sciences (physiology, immunology and biochemistry) are offered. Rush Medical College offers the doctoral degree in medicine.

In keeping with the belief that quality health care begins with the quality education of the people who deliver that care, the College of Nursing and the College of Health Sciences have initiated an educational network which provides Rush students with the opportunity to utilize the learning resources of both the liberal arts campus and the academic medical center.

During the first two or three years of the baccalaureate program in nursing and medical technology, Rush students acquire a solid foundation in the humanities and in the basic behavioral, biological and physical sciences in a place where these subjects can best be taught—a liberal arts college or university. The pre-health curriculum is taken at an affiliated college of the student's choice. Rush believes that a liberal arts education, in addition to providing a foundation upon which to build, helps engender a special set of sensibilities and thought processes that are critical to practicing health professionals.

The concept acquired in the first years are the basis for the core of advanced courses and clinical experiences on the Rush University campus at Rush-Presbyterian-St. Lukes Medical Center, in the final two years of the program.

All graduate students begin their studies on the Rush University campus and utilize the clinical, academic, and research resources of



the Medical Center throughout their program.

Students of the College of Nursing will not find traditional faculty overseeing their classroom or clinical experiences. Instead, they will have the opportunity and responsibility to learn from liberal arts faculties whose primary responsibility is teaching, basic scientists who apply as well as profess their knowledge, and practitioner/teacher nurses who care for their own patients. The faculty of the College of Nursing is committed to the concept of the health care practitioner as humanist and applied scientist.

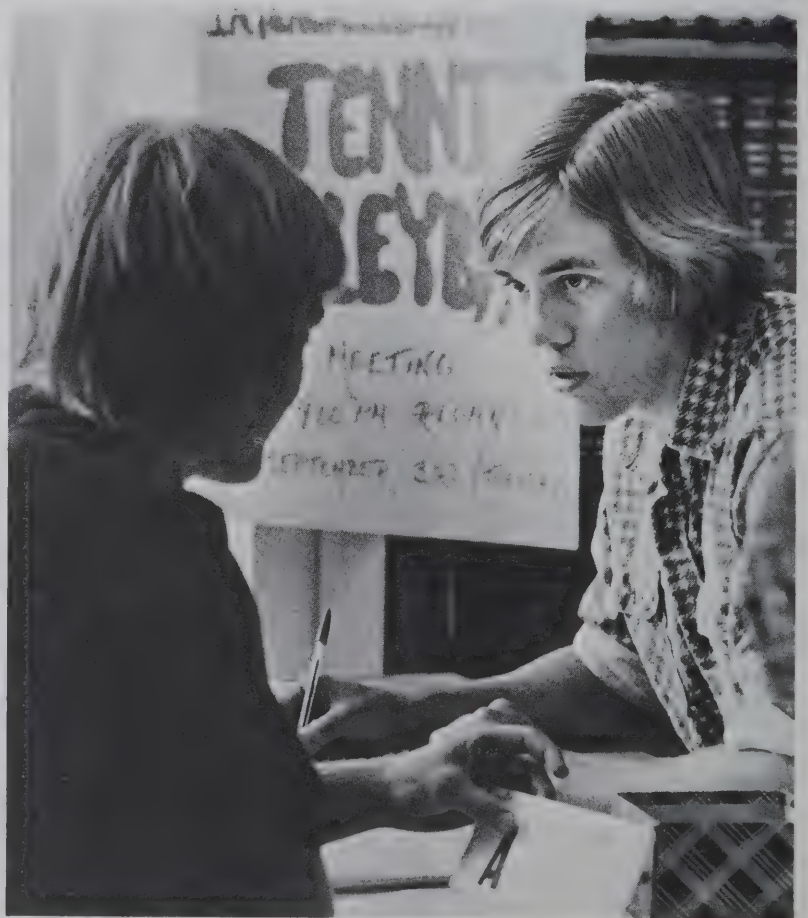
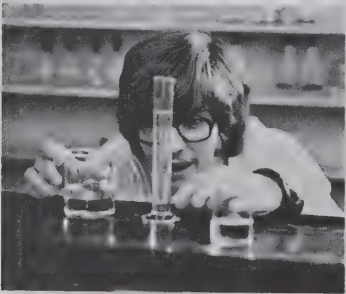
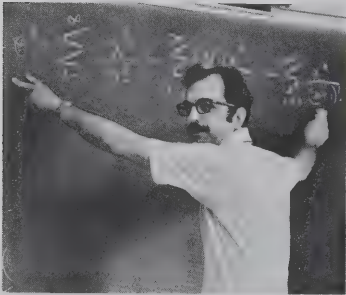
The College of Health Sciences, established in 1975, is the newest academic component of Rush University. Its present elements include all the pre-existing basic science departments of the Medical Center, organized within the Office of Biological and Behavioral Sciences and Services; a number of departments of related health sciences, organized within the Office of Related Health Sciences and, finally, the Rush Graduate School.

The mission of the College is to exercise responsibility for the education and training of undergraduate students, graduate students, and postgraduate fellows, in those degree programs which the faculty generates, from the baccalaureate through the doctorate. The College is also responsible for the continuing development of research programs, the application of new knowledge to improve health care, and the teaching of basic sciences in other colleges of the University. In all its educational programs, the College is particularly committed to the concept that scientists and professionals, in areas of health care other than medicine and nursing, are also an integral part of the health care endeavor. Their education, therefore, is seen as central to the growth of a more successful system of health care delivery.

The primary goal of Rush Medical College of Rush University is to provide an outstanding learning environment for future physicians within the most comprehensive, current and humane patient care setting. This goal is consistent with the tradition of the University, which bases its academic programs in the health care system and strives to create interdependent excellence in patient care, education, and scientific investigation. Toward this end, the faculty and staff of Rush-Presbyterian-St. Luke's Medical Center have developed a comprehensive delivery system that extends the same standard of care to all patients and offers the continuous personalized concern that characterizes the best patient care. The components of this system—the Medical Center's patient floors, its research facilities, its affiliated educational and health care institutions, the offices of its faculty and staff, and the communities in which patients live—comprise the dynamic learning environment and primary classroom-laboratory of Rush Medical College.

Rush Medical College, along with the College of Nursing and the College of Health Sciences, are part of the commitment of Rush-Presbyterian-St. Luke's Medical Center to develop a prototype academic health care system. This voluntary system is directed toward staffing the medical sciences with a sufficient number of high-quality health professionals to deliver care to a million and a half people of varied health status and across the spectrum of socioeconomic and ethnic settings. Rush University is working toward the development of a well-balanced combination of programs that will graduate physicians, nurses and health professionals, and research scientists to support such a system.





Affiliated Colleges

Students who seek entrance to the baccalaureate programs in nursing and medical technology at the College of Nursing and the College of Health Sciences apply directly to the affiliated colleges of their choice. Each college provides an excellent basis for the professional portion of the undergraduate programs at the Rush campus.

The participation of each affiliated college with Rush is unique. Carleton and Grinnell ask that students spend three years on their campuses before coming to Rush for the final two years. The other twelve schools require a minimum of two years academic residence. Several schools offer dual degrees—one from Rush with a major in nursing or medical technology, and one from the affiliated college in another major. Each campus specifies requirements for the second degree. Carleton participates only in the undergraduate nursing program. The pre-health curriculum also varies from campus to campus because of scheduling, curricular offerings and course descriptions. For specifics about each college it is best to check with the admissions office or health careers advisor on the campus. The affiliated colleges are:

- Beloit College
- Carleton College
- Coe College
- The Colorado College
- Cornell College
- Fisk University
- Grinnell College
- Illinois Institute of Technology
- Knox College
- Lake Forest College
- Lawrence University
- Macalester College
- Monmouth College
- Ripon College

Although the colleges are characterized by their own styles, traditions and programs, each is noted for its academic excellence and liberal arts tradition. The choice of where students spend the first years of undergraduate study is their decision. They may choose any one of the fourteen affiliated colleges. Each is a port of entry to the baccalaureate programs of the College of Nursing and the College of Health Sciences, Rush University. We hope that the following brief descriptions of each of the colleges will help students make informed decisions.

Beloit College
Beloit, WI 53511
(608) 365-3391 (ext. 244)



Enrollment 1976-77

Total: 1198
Men: 599
Women: 599

Calendar

Trimester Plan

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Strongly encouraged, but
not required

Costs 1977-78

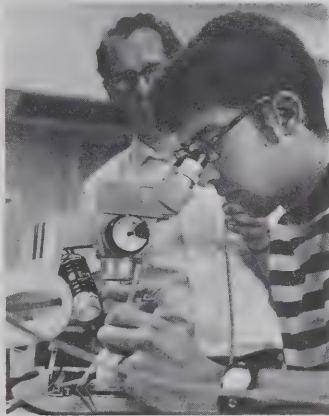
Total: \$5390
Tuition: \$3930
Room and Board: \$1460

Beloit College was founded in 1846, two years before Wisconsin was chartered as a state. For over one hundred and thirty years the College has maintained a tradition of academic excellence, combined with on-the-job work experience, called the Field Term.

The student-faculty ratio is 14 to 1; therefore classes are generally small. All of the science faculty hold Ph.D.'s and department chairmen teach introductory as well as advanced courses. The Science Center consists of Chamberlain Hall, a five story laboratory-classroom building; Mayer Hall, an auditorium-library building; Kohler Science Library; and Pierpont Wood Conservatory (Greenhouse). Special facilities include the Thompson Observatory with a 22-inch Celestron telescope, a particle accelerator designed and built by students and faculty, and individual research laboratories for students pursuing undergraduate research. Two off-campus areas, Chamberlin Springs and Smith Limnology Laboratory, are used for field work in the sciences. In addition to traditional classroom approaches, members of the science faculty have introduced laboratory sessions that allow students to investigate new problems in a real-life manner, collecting data to provide answers to those problems. Background courses are available in Chemistry and Mathematics for entering students who have insufficient preparation in those areas. It is important to note that students intending to enroll at Rush University are not required to participate in Beloit's off-campus work program, the Field Term.

The College is located on a 65-acre wooded campus in a community of 36,000 on the Wisconsin-Illinois border, surrounded by farmland and recreational areas. Beloit is 100 miles from Chicago, 75 miles from Milwaukee and 50 miles from Madison. Students from all over the United States and several foreign countries come to Beloit College for an education that produces a distinctive graduate.

Carleton College
Northfield, MN 55057
(507) 645-4431 ext. 511



Enrollment 1976-77

Total: 1792

Men: 962

Women: 830

Calendar

3-3-3 Plan

Admissions Tests Required

A.C.T. or S.A.T.

Admissions Tests

Recommended

S.A.T. English Comp.

achievement test,

2 other achievement tests

Admissions Interview

Recommended

Costs 1977-78

Total: \$5277

Tuition and Fees: \$3702

Room and Board: \$1575

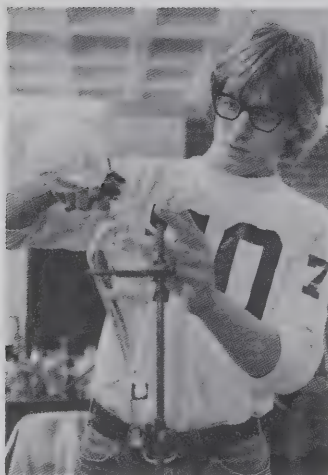
The definition of a Carleton education has over 1700 variations, as is evident in the broad selection of majors chosen by its some 1700 students, either from conventional fields of interest or planned on an individualized basis.

Diversity and individuality both in the student body and in academic programs are an integral part of the college's purpose. Just as no two entering students are alike, no two Carleton graduates fit into a particular mold. They all, however, have been exposed to a range of liberal arts disciplines and have learned to question dogma, value the scientific method and sensitively and humanely make ethical decisions.

Carleton's 90-acre main campus, site of its fine science complex, music and drama center, library and Lyman Lakes, is surrounded by nearly 900 acres of natural woodland and prairie which is utilized as an educational resource as well as a recreation area.

Located in the southeastern Minnesota community of Northfield, a city of 10,000, Carleton is 40 miles south of Minneapolis and St. Paul and easily accessible by public transportation.

Coe College
Cedar Rapids, IA 52402
(319) 398-1611
(from Iowa 1-800-332-8404)



Enrollment 1976-77

Total: 1134
Men: 514
Women: 442
part-time: 178

Calendar
4-1-4 Plan

Admissions Tests Required
S.A.T. or A.C.T.

Admissions Interview
Encouraged, but not
required

Costs 1977-78
Total: \$4310
Tuition and Fees: \$3060
Room and Board: \$1250

At Coe, through the "open choice" curriculum, students are responsible for making their college experience a meaningful one. A student has the freedom to choose from any of Coe's departmental offerings and build a varied and challenging individual curriculum along with the courses needed for completion of a major. Education does not end in the classroom, however. Students may elect a single term or academic year for studying in one of the 50 foreign and domestic off-campus programs; or, for testing career possibilities, students may participate in a work/service project or work internship.

At Coe, there are students from 40 states and 16 foreign countries. The college is situated in the urban/residential area of Cedar Rapids, a growing progressive metropolis in eastern Iowa with a population of 135,000.

Degrees offered include Bachelor of Arts, Bachelor of Music, and Bachelor of Science in Nursing, from the 28 departmental and interdepartmental concentrations. Many students who are interested in pursuing a medical or health profession will utilize the interdepartmental General Science curriculum. Coe provides for its science students modern and elaborate facilities and full use of its quality equipment. Coe is accredited by the North Central Association of Colleges and Schools, the American Chemical Society, National Association of Schools of Music, and the Iowa State Department of Public Instruction.

Coe has an interesting faculty, of whom 70% have received their Ph.D's and are strongly committed to their roles as teachers. The 13-to-1 student/teacher ratio permits small and intimate classes and individual attention for the students. Coe maintains the philosophy that intellectual and emotional growth is best nurtured in an environment that is stimulating academically and supportive socially. Coe believes that a liberal arts education will best serve the individual, in preparing for the broad ranges of experiences to come, through the developing of skills for rational and critical thinking, adequate self-expression, and perceptive dealings with other human beings. Education should be a part of the growth process and Coe would like to have a part in that process.

The Colorado College
Colorado Springs, CO 80903
(303) 473-2233, ext 219, 220



Enrollment 1976-77

Total: 1850

Men: 962

Women: 888

Calendar

Block Plan

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Not required

Costs 1977-78

Total: \$5000

Tuition and Fees: \$3600

Room and Board: \$1400

Colorado College offers an innovative departure from the view of education as business as usual. Under the Colorado College Plan, the academic year is divided into nine 3½-week "blocks," separated by 4½-day block breaks. Most courses are completed in one block, though a few span two or even three blocks. A student takes only one course per block.

The Colorado College Plan holds many advantages; it has reduced class size to an average of 14 students; it allows freedom in scheduling classes, so that an astronomy class might meet at midnight, or a biology class can go into the field for a week; it allows the College to attract distinguished visiting professors with ease; and it has contributed to greater involvement in the educational process on the part of the students.

Colorado College is an independent, coeducational liberal arts college. It occupies a 79-acre campus in Colorado Springs, a city of 200,000 in a metropolitan area of 300,000. It is located at a point where the high western plains meet the Rocky Mountains. The surrounding area offers a natural laboratory for many disciplines, as well as a variety of recreational activities.

Cornell College
Mt. Vernon, IA 52314
(319) 895-8149



Enrollment 1976-77

Total: 885

Men: 462

Women: 423

Calendar

4-1-4 Plan

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Recommended

Costs 1977-78

Total: \$4900

Tuition & Fees: \$3566

Room and Board: \$1,334

Cornell's 100-acre, wooded hilltop campus overlooks the historic village of Mt. Vernon, Iowa, located 15 minutes east of metropolitan Cedar Rapids amid rolling tracts of trees and farmland.

Cornell has a 125-year tradition of academic excellence, and a reputation, for which our science programs have been largely responsible, to match.

Nearly 70 per cent of Cornell's science majors in the last 15 years have entered graduate programs in health careers or the physical sciences. In the past 4 years, Cornell has earned a 70 per cent success rate in medical school placements.

Cornell's position in the vanguard of undergraduate science education was bolstered this past academic year by the completion of the \$2 million center for biology and chemistry, which provides Cornell students and faculty with state-of-the-art laboratory, classroom, and library facilities. The West Science Center for biology and chemistry was environmentally designed, with many energy conservation features built in. It is naturally ventilated, contains insulation far in excess of normal standards and features triple glazed windows. It is equipped with solar heating capability for future development.

But the strength of the sciences at Cornell lies in a talented and dedicated teaching faculty, all of whom hold doctorates from leading institutions. And although teaching is their highest priority, the faculty are well represented in the research and publishing fields and apply themselves to Cornell and ACM off-campus programs as well.

Gerard Piel, publisher of *Scientific American*, visited Cornell in 1975 and wrote, "its science faculty is first rank. . . Their teaching proceeds from research. . . but their professors put a lot more time and heart and brains into their teaching than the distinguished professors at our great 'research' universities."

Cornell of Iowa. 125 years of quality in action.

Fisk University
Nashville, TN 37203
(615) 329-8665



Enrollment: 1976-77

Total: 1280

Men: 519

Women: 761

Calendar

Semester

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Not required

Costs 1977-78

Total: \$3735

Tuition: \$2350

Room and Board: \$1385

Learning at Fisk University is a dynamic, living experience. The university presents numerous socially-oriented programs through an interdisciplinary approach to higher education. At Fisk, Black Studies become part of a balanced, intracurricular program.

Fisk is located on a 40-acre campus near the downtown area of Nashville, Tennessee. It offers programs leading to the B.A., B.S., and M.A. degrees in 26 major areas of study in the social sciences, natural sciences, mathematics, humanities, physical education and health.

The traditional excellence of Fisk's programs and its students is evidenced by the fact that in 1930, Fisk became the first Black college to receive full accreditation by the Southern Association of Colleges and Schools. In 1952, the school established a chapter of the Phi Beta Kappa Honor Society. In 1975, Fisk became the first predominantly Black institution to have a national chapter of Mortar Board. Other national academic societies, as well as major Black national sororities and fraternities, have chapters on the Fisk campus.

For sports enthusiasts, complete outdoor sports and recreation facilities, including athletic fields and tennis courts, are available. A municipal golf course is nearby. Fisk students have the opportunity to participate regularly in intercollegiate sports competition

Grinnell College
Grinnell, IA 50112
(515) 236-4848



Enrollment 1976-77

Total: 1161
Men: 649
Women: 512

Calendar

Semester Plan

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Not Required

Costs 1977-78

Total: \$5170
Tuition and Fees: \$3995
Room and Board: \$1175

Grinnell is a private, coeducational, liberal arts college which enrolls students from all parts of the United States and from many foreign countries. Life on the Grinnell campus is informal and individualistic.

Grinnell stresses an integration of private and public responsibility: the first with its attributes of self-knowledge, self-reliance, and intellectual discipline, the second with its qualities of social conscience and concern for public welfare.

Grinnell offers courses of study in the humanities, sciences, social studies, elementary and secondary education, physical education, and other programs. A faculty-student ratio of 1 to 12 permits ample opportunity for independent study, including the Freshman Tutorial Program, guided reading, special projects, and advanced group study.

The attractively landscaped 90-acre campus in a small south-central Iowa city has 35 buildings, including residence halls. Among recreational facilities is the large, multiple-use Physical Education Complex.

**Illinois Institute
of Technology**
Chicago, IL 60616
(312) 567-3025



Enrollment 1976-77

Total: 3444

Men: 2890

Women: 554

Calendar

Semester Plan

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Recommended

Costs 1977-78

Total: \$4470

Tuition: \$3000

Room and Board: \$1470

Illinois Institute of Technology is a medium-sized, private, coeducational university emphasizing preparation for professional careers in the sciences, engineering, the social and behavioral sciences, the humanities, architecture, planning, design, management, finance, and law. It offers undergraduate and graduate degree programs through six schools and colleges on both a full-time and part-time basis. In addition, excellent pre-professional programs are available to prepare students for postgraduate study in medicine, dentistry and law.

Because of IIT's scope and flexibility, students have the opportunity to achieve both personal and professional goals. Opportunities to investigate a broad range of disciplines, pursue specialized programs in nontraditional areas such as biomedical engineering, and, with approval, to design individualized programs, are part of the IIT approach to learning. In all areas, including biology, chemistry, and physics, IIT excels on the undergraduate, graduate, and research levels.

The 120-acre campus is located on the near South Side of Chicago, approximately four miles from the Chicago Loop. Campus facilities include the IIT Research Institute, the Institute of Gas Technology, the John Crerar Library (1,300,000 volumes), a shopping center and service station, gymnasium and recreation area, six dormitories, nine resident fraternity houses and the student union.

Applications are welcome from all students who are earnestly interested in an education that prepares them for professional practice.

Knox College
Galesburg, IL 61401
(309) 343-0112



Enrollment 1976-77

Total: 1095
Men: 629
Women: 466

Calendar

3-3-3 Plan
December Mini-term

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Required

Costs 1977-78

Total: \$5190
Tuition: \$3795
Room and Board: \$1395

Knox-Rush students have something to say about their experience in the program.

Lisa Arthur, (nursing) sophomore from Glencoe, IL: "I am planning to graduate from Knox College with a biology and Spanish major. Next year I will be studying in Barcelona, Spain with Knox's program for junior year abroad."

Pam Wetterauer, (medical technology) junior from Downers Grove, IL: "I am combining mathematics and computer science with my chemistry major which will allow me to work with hospital and/or laboratory computers and instruments."

Geraldine Harlan (pictured above), coordinator of the Knox-Rush nursing and medical technology programs, counsels all men and women interested in the programs. Mrs. Harlan's responsibility is indicative of the concern of the College for the success of the programs.

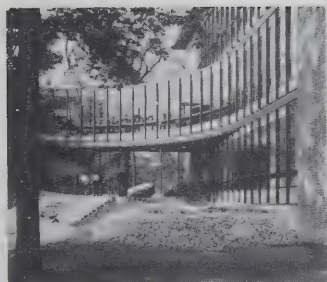
Knox College, founded in 1837, has for 140 years been dedicated to providing quality education for its students. The College occupies a 60 acre campus located two blocks from downtown Galesburg, a city of approximately 38,000.

The Knox year is divided into three ten-week sessions and one six-week session, the latter, an optional mini-term occurring between Thanksgiving and Christmas. During the mini-term, students are free to find work or to continue their studies.

In addition to the 2-2 Plan (two years at a liberal arts college—two years at Rush), Knox has a 3-2 Plan, under which, upon completion of the program, students may earn a bachelor of arts degree from Knox and a bachelor of science degree from Rush.

Of the freshmen enrolled at Knox during 1976-77, 42 per cent ranked in the upper 10 per cent of their high school graduating classes. Of faculty members teaching in the 19 areas of study offering a major, 93 per cent hold the Ph.D. degree. The student-faculty ratio at Knox is 13 to 1.

Lake Forest College
Lake Forest, IL 60045
(312) 234-3100. ext. 243



Enrollment 1976-77

Total: 1046

Men: 547

Women: 499

Calendar

3-2-3 Plan

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Encouraged, but not required

Costs 1977-78

Total: \$5515

Tuition and Fees: \$3940

Room and Board: \$1575

Lake Forest College is committed to the development of creative individuals who will live lives of leadership and service. The College has chosen to be a small community where close personal relationships exist among 87 full-time faculty and 1,046 students. More than 80 per cent of the faculty hold the Ph.D. degree. The College maintains a faculty-student ratio of approximately 1 to 12. The diverse student body represents 40 states and 19 foreign countries.

Founded in 1857, Lake Forest College is located on 107 wooded acres in the residential community of Lake Forest, less than a mile from Lake Michigan and 32 miles north of Chicago. The location of the College in the Chicago metropolitan area means that internships and field research projects are important elements of the academic program. To facilitate such experiences the College's seven-week Winter Term allows students to take program-related jobs or pursue individual research.

Flexibility and self-determination also highlight the curriculum. A B.A. degree is offered after 32 courses are successfully completed from among the traditional department majors (or one of nine interdisciplinary majors). In 1974 Lake Forest pioneered the concept of undergraduate institutes with the inauguration of the Robert E. Wood Institute for Local and Regional Studies. This Institute, the first of several planned at the College, explores the social, economic and political problems of expanding urbanization.

Lawrence University
Appleton, WI 54911
(414) 739-3681, ext. 232



Enrollment 1976-77

Total: 1320

Men: 653

Woman: 667

Calendar

Three terms, ten weeks each

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Encouraged, but not required

Costs 1977-78

Total: \$5300

Tuition: \$4022

Room and Board: \$1278

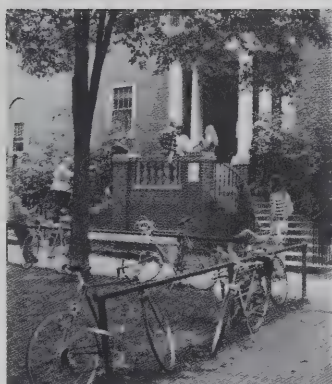
At Lawrence University, students are able to take advantage of an outstanding faculty, first-rate facilities and the type of challenging, broad-based curriculum which one normally associates with a much larger institution. Because of Lawrence's low student-faculty ratio (11 to 1), students who wish to do so may work closely with faculty members in tutorials, on research and in independent study projects.

The faculty, 95 per cent of whom hold the Ph.D. or the highest degree in their field, staff strong programs in the physical sciences, social sciences and humanities. In addition the University's Conservatory of Music, theatre-drama and art departments provide instruction in the fine arts, while enhancing life both on campus and in Appleton, a bustling city 200 miles north of Chicago and 100 miles north of Milwaukee.

Students may pursue majors offered by 22 departments or, alternatively, design their own programs of study.

As in every other aspect of life, quality in education does not come cheaply. Many students at Lawrence, however, receive grants, workstudy jobs and loans to help offset the costs of their education. In the 1976-77 academic year, nearly 50 per cent of the University's students received approximately \$2.3 million in financial aid.

Macalester College
Saint Paul, Minnesota 55105
(612) 647-6203



Enrollment 1976-77

Total: 1637

Men: 820

Women: 817

Calendar

4-1-4 Plan

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Recommended

Costs 1977-78

Total: \$5000

Tuition: \$3600

Room and Board: \$1400

Macalester is a four-year coeducational liberal arts college with a flexible curriculum centered in 26 academic departments. The College, which began its second century in 1974, has achieved distinction in individualized learning, internationalism, cooperative programs with other colleges, community involvement and its commitment to minority youth. Macalester has outstanding resources in people, programs, and physical facilities on its 50-acre campus. Its location in a residential area, midway between the downtown areas of Minneapolis and St. Paul, provides an educational environment which draws upon and contributes to the Twin Cities.

The faculty, 80 per cent of whom have doctorates, is comprised of scholars who are dedicated teachers. The typically small classes—12 to 1 student/faculty ratio—insure personal attention for every student.

Macalester students come from almost every state and more than 35 foreign countries, and nearly 10 per cent of the College's more than 1,600 students are from minority backgrounds. In the fall of 1976, 76 National Merit Scholars were enrolled. In the past 10 years Macalester has had three Rhodes Scholars. Since 1971, 20 students have won Fulbright-Hays Scholarship and related awards. In the past two years, Macalester has had six students receive prestigious National Science Foundation Graduate Fellowships.

Macalester graduates have always had a special affinity for the service professions (medicine, government, education, etc.) and approximately 35 per cent of the recent graduates have continued their education in graduate and professional schools.

The College attempts to meet the financial needs of its students through an extensive financial aid program of over \$1.4 million.

Monmouth College
Monmouth, IL 61462
(309) 457-2131



Enrollment 1976-77

Total: 700
Men: 400
Women: 300

Calendar

3-3-3 Plan

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Recommended

Costs 1977-78

Total: \$4440
Tuition: \$3030
Room and Board: \$1410

At Monmouth, our entire effort is directed toward teaching students well, and providing the opportunity for each student to achieve the maximum individual growth of which he or she is capable—academically, socially, spiritually, morally and physically. The college seeks for admission those students who can both profit from and contribute to the total educational programs of the college.

A Monmouth education is an individual experience, its breadth and extent limited only by the willingness of students to learn from a wide range of major fields of study, independent study programs, work experience, volunteer programs, internships, off-campus programs, and a broad array of social and cultural activities. Allied closely to this is the idea that a liberal arts education is a viable link to the future, and the college attempts to strengthen this link through small classes, frequent student-faculty interaction, independent and interdisciplinary study, advanced placement, honor programs, and the opportunities for special work.

With the recently erected Haldeman-Thiessen Science Center and a natural sciences and mathematics division in which every professor holds the Ph.D., Monmouth's programs in these areas are among the best in the midwest.

The Monmouth curriculum allows students to choose from four different types of majors, and students may tailor a plan of study to fit their own particular needs. As well, advanced placement, credit by examination, and other options allow well-qualified students to accelerate the normal four-year program of three terms per year, three courses per term. Monmouth's residential campus of 700 students and 65 faculty makes the student-faculty ratio 11:1. Monmouth College was founded in 1853 and is related to the United Presbyterian Church.

Ripon College
Ripon, WI 54971
(414) 748-8102



Enrollment 1976-77

Total: 950

Men: 530

Women: 420

Calendar

Semester Plan

Admissions Tests Required

S.A.T. or A.C.T.

Admissions Interview

Recommended

Costs 1977-78

Total: \$4790

Tuition and Fees: \$3547

Room and Board: \$1243

Ripon, an independent, coeducational college of the liberal arts and sciences, founded in 1851, has retained the thoroughly tested principles of liberal education while developing innovations which make learning enjoyable, challenging, and rewarding. For well over a century, Ripon graduates have gone on to satisfying and responsible careers in virtually every profession and vocation.

Ripon students come from 44 states and 18 foreign countries, and from diverse social, ethnic, racial and religious origins. Faculty members—70 per cent of whom hold the Ph.D.—are committed to teaching and advising above all other scholarly or professional activities. Since all faculty members teach both introductory and advanced courses, and since the student-faculty ratio is only 12 to 1, students can work closely with outstanding teachers from the beginning of their college careers. More than 70 per cent of the classes have fewer than 20 students.

Ripon also offers a full complement of extra-curricular activities and counseling services. Thus a Ripon education can embrace all aspects of a young person's development.

"We must all make ourselves learn more about patient care—how it can be delivered, not just more efficiently, but more effectively; not only more effectively, but with greater satisfaction to the patient and with greater understanding and insight by the health professionals."

James A. Campbell, M.D., President



Campus and Student Life

The Campus

The College of Nursing, the College of Health Sciences, and Rush Medical College are located on the campus of Rush University at Rush-Presbyterian-St. Luke's Medical Center on Chicago's near west side. The Medical Center includes: Presbyterian-St. Luke's Hospital; the Marshall Field IV building, an out-patient mental health facility; research buildings, where more than \$5 million is budgeted each year to carry out basic scientific and clinical investigations; academic facilities for Rush Medical College, the College of Nursing, and the College of Health Sciences; a professional office building; apartment buildings; the Laurance Armour Day School for children of employees and students; and the Johnston R. Bowman Health Center for the Elderly. The Sheridan Road Pavilion on Chicago's north side is operated as an integral part of the Medical Center.

In September, 1976, the new Rush-Presbyterian-St. Luke's Medical Center Academic Facility was dedicated. The structure is the hub of activity of Rush University and accommodates large class activities, small group seminars, and individual instruction. The Dean's and admissions offices for all colleges are located in this building. It has direct internal access to the Professional Building and patient care and research facilities. Involvement of students with faculty and staff at these adjacent facilities is an integral element of the academic programs at Rush.

The new building includes a large multidisciplinary laboratory, surrounded by 10 unit laboratories. Each unit houses 16 student stations for basic science studies. A separate gross anatomy laboratory is designed on the same modular concept. A central demonstration area and model room is accessible from four dissecting modules, each with six tables. Two 150-seat lecture halls are designed to utilize all types of media presentations and live demonstrations. The Center for Educational Resources supports all instructional activities for faculty and students, including the Library, Learning Resource Laboratory (equipped with 31 audiovisual study carrels), computer assisted instruction, Biomedical Communications, and Curriculum and Evaluation.

The Rush Library, which serves the entire University campus, is the oldest medical library in the City of Chicago and is located in the new Academic Facility. It is administered by a staff of professional medical librarians. The library has approximately 80,000 volumes, subscribes to 1200 periodical titles, borrows documents from interlibrary loan, and processes MEDLARS, MEDLINE and AV-LINE requests for patrons. New monographs and reference books are acquired at a rate of over 2,000 each year. The Library also has an outstanding collection of rare medical books available for research and study.

Schweppe-Sprague Hall houses new laboratories for basic and clinical sciences, lecture rooms, classrooms and student lounges. Student support offices and the bookstore for the University are on the first floor.

Clinical Experiences

Students of Rush University receive their clinical training primarily at Presbyterian-St. Luke's Hospital, a voluntary, not-for-profit hospital with a professional staff of 700 physicians and scientists, 1000 nurses

and 280 house staff receiving graduate medical education in over 30 specialty areas. Nursing students also spend clinical time at other agencies and institutions in the Chicago area. Each year over 27,000 patients are admitted to the Hospital, using 864 beds and thirty-nine bassinets. By tradition each patient participates in the teaching programs of Rush University. The Hospital is directly across the street from Schweppe-Sprague Hall.

Classes in advanced behavioral, biological and clinical sciences are taught in Schweppe-Sprague Hall, in the new academic facility, in various patient care areas of the Hospital, and in the community, by faculty who are practitioners as well as teachers.

In clinical settings, nursing students are required to wear white uniforms which comply with the dress code of the department in which they have their clinical experience. When nursing students are in a community health setting, they wear blue uniforms so that they will be easily identified to the public as community health nurses. Regulations regarding these uniforms may be obtained from the faculty of Community Health Nursing.

Affiliated Hospitals

Affiliated hospitals and a community health center in Illinois are cooperating with Rush Presbyterian-St. Luke's Medical Center to provide students and house staff with opportunities to participate in the delivery of health care in a variety of socio-economic settings in urban and rural areas.

Participating institutions are:

Bethany Bretheren/Garfield Park Hospital, Chicago: 128 beds
Central DuPage Hospital, Winfield: 237 beds
Christ Hospital, Oak Lawn: 809 beds
Community Memorial General Hospital, LaGrange: 276 beds
Galesburg Cottage Hospital, Galesburg: 234 beds
Schwab Rehabilitation Hospital, Chicago: 67 beds
Mt. Sinai Hospital Medical Center, Chicago: 440 beds
Swedish Covenant Hospital, Chicago: 235 beds
West Suburban Hospital, Oak Park: 372 beds
Mile Square Health Center, Chicago: over 20,000 patients registered

Housing and Transportation

Rush University is primarily a commuter campus. An agreement between the University and Illinois Institute of Technology allows Rush students to apply to live in residence halls on that campus.

Students need to be aware that the Rush class schedule may necessitate missing certain meals at IIT. Students must make alternate plans in that event.

The residence halls for both male and female students provide central dining rooms, lounges, study rooms, laundry, and storage facilities. Apartments, ranging from efficiency to three bedrooms, are available for married students and graduate women students.

This arrangement provides students with an opportunity to participate in the cultural and social activities at IIT. Transportation for students commuting between the IIT campus and the Rush University campus is provided on a limited basis.

Rush students may also apply to live in Herman Crown Center, the residence hall of Roosevelt University. Herman Crown Center is located in downtown Chicago within 20 minutes of Rush by public transit. It is a coeducational facility with fully furnished double rooms.

Off-campus housing of the student's choice is available in Chicago and the suburbs. Limited housing is available on the Rush campus; written requests should be directed to the Office of Student Affairs.

Students are encouraged to make all housing inquiries early to:

The Office of Student Affairs
Rush University
1743 West Harrison Street
Chicago, Illinois 60612
(312) 942-6302

Public transportation to and from the Rush campus is available. The "Congress A" train, from downtown Chicago and western suburbs such as Oak Park, stops two and one-half blocks northwest of the campus at the "Medical Center" stop. The "Douglas B" train from downtown, stops at "Polk Street," at the southeast corner of the campus. Chicago Transit Authority buses also stop at the campus.

Students who commute by automobile may park in the Medical Center parking lots at the northeast and southeast corners of Ashland and Harrison at no cost or in the Medical Center garage at a modest daily fee. Free parking is available at Illinois Institute of Technology.





Health Services and Counseling

The University has authorized a two-part program of medical service to protect and promote the health of its students. First is ANCHOR, a health maintenance organization oriented toward illness prevention. ANCHOR provides a variety of professional services and ambulatory care which are described in more detail in a brochure which may be obtained from the Office of Financial Affairs. All students are automatically members of ANCHOR during any period they are enrolled in Rush University. Students are not automatically members of ANCHOR during periods when they are not enrolled and during the summer quarter. Students wishing to maintain their ANCHOR membership during the summer must notify the Office of Financial Affairs prior to the end of the spring quarter and must pay an additional ANCHOR fee. A student's spouse and dependents may be enrolled in the ANCHOR program at an additional fee.

Costs for 1976-77 participation were:

Anchor	Per Quarter	Summer Plan
Single	-0-	\$30.00
Couple	\$27.00	\$57.00
Family	\$75.00	\$105.00

Second is the Blue Cross Hospitalization Insurance. Each student must maintain this Blue Cross coverage or its equivalent from the date of matriculation until graduation, including summer quarters. Prior to matriculation, students must notify the Office of Financial Affairs of their intent to enroll in the University's Blue Cross Plan or indicate alternate coverage. A student's spouse and dependents may be enrolled in the Blue Cross Plan at an additional fee.

Costs for 1976-77 participation were:

Blue Cross	Per Quarter	Summer Plan
Single	\$ 39.00	\$ 39.00
Family	\$171.00	\$171.00

Students not enrolled in the University are ineligible for the University's Blue Cross coverage.

Professional counselors are available to assist students in educational and vocational planning, emotional and social adjustment, finance, marriage and family, reading and study, or in any other area in which greater self-understanding is sought.

In order to facilitate a free and open discussion of all issues, the University counseling service maintains strict standards of privacy and confidentiality. No information is released to anyone, inside or outside the University, without the informed consent of the student.

Social and Cultural Activities

With over 780 students currently on the Rush University campus, there are a variety of co-curricular activities. The Office of Student Affairs works with students to plan organized programs.

The Steering Committee is an elected group of students whose purpose is to provide appropriate representation for all students in the College of Nursing and College of Health Sciences. The Steering Committee acts as a liaison with faculty, students, and administration for the mutual exchange of ideas and insures that students will have representation in formulating policies and procedures related to the needs of students.

The University Programming Board is an elected group of students who work with the Office of Student Affairs to plan and implement co-curricular programs.

Chicago's Loop area, with its many opportunities in art, music, drama, films, and museums, is located approximately two miles from campus. It is easily reached by car or by public transportation. Outstanding attractions in Chicago include the Chicago Symphony Orchestra, the Lyric Opera, the Art Institute, the Museum of Science and Industry, the Field Museum of Natural History, the Shedd Aquarium, and the Adler Planetarium.

Lake Michigan provides an ideal site for a variety of activities such as swimming, boating, fishing, bicycling along the lake shore path, and sunning. During the winter months, ice skating and cross-country ski enthusiasts have access to Chicago's expansive parks.

Rush University expects to continue an arrangement for Rush students to use physical educational facilities at the University of Illinois Chicago Circle Campus. The fee structure and procedures for obtaining a pass will be announced in the fall quarter by the Office of Student Affairs.

Local Honor Society in Nursing

The College of Nursing has established a Local Honor Society in Nursing to recognize superior achievement and the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Candidates are offered membership on the basis of



academic achievement and leadership abilities by the members of the organization from both the graduate and undergraduate programs. The society has applied for membership in Sigma Theta Tau, the National Honor Society for Nursing.

Career Opportunities

Rush provides students with information concerning job opportunities. The Office of Student Affairs provides information on summer job opportunities particularly between the junior and senior year of the undergraduate program. The Office of Student Affairs coordinates a Career Fair to acquaint students with job opportunities available at health care agencies after completion of their program.

Of the 103 students who received a baccalaureate degree in nursing from Rush University in 1976, 87 students or 85 per cent had found employment before graduation. Our best data indicate that all graduates seeking employment in nursing found such employment. The average annual starting salary in the spring of 1977 for a nurse with a bachelor's degree in Chicago was between \$12,900 and \$13,080.

Of the 44 students who received a master's degree in nursing by 1976, all were able to secure employment. The average annual starting salary in the spring of 1977 for a nurse with a Master's degree in Chicago was between \$15,500 and \$16,500.

Information in this section is provided to be in compliance with CFR Vol.40, No. 35, Part III, S 177.64.

Nurses Alumni Association

The Rush Presbyterian St. Luke's Nurses Alumni Association is an active organization with the following goals: to unite the graduates of Rush University, Presbyterian-St. Luke's Hospital School of Nursing, the School of Nursing of the Presbyterian Hospital and St. Luke's Hospital School of Nursing for mutual assistance, protection and preservation of fellowship; to promote the professional and educational advancement of nursing; and to support the interests of the Rush University programs in nursing.

Over two thousand graduates of these schools of nursing are active members of the Alumni Association. Each April, graduates return at Homecoming to tour the facilities and to learn what is happening in the Medical Center. From 1888 through 1968 there were 7,221 graduates of the diploma programs of the various schools. Many of them have served with distinction around the world.

Many alumni support the Rush University nursing programs financially through the Golden Lamp Society, which provides for gifts to the College.

The Association also gives an annual award to the outstanding graduate of the College of Nursing.

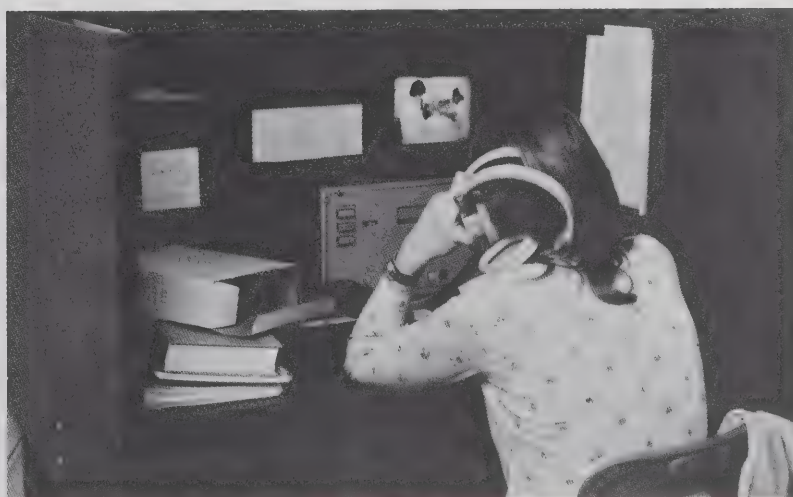
International Students

Rush University welcomes students from other countries. Every effort is made to help the foreign student adapt to life in the United States.

The Test of English as a Foreign Language (T.O.E.F.L.) must be submitted if English is not the applicant's native language. Any evidence in support of the application must have an authorized English translation.

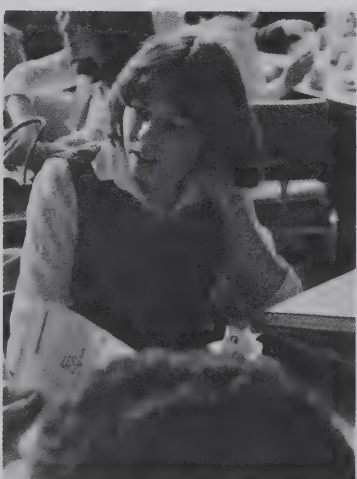
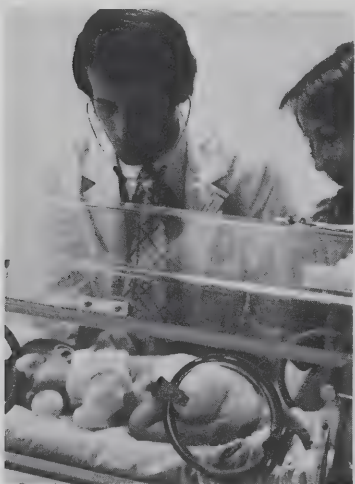
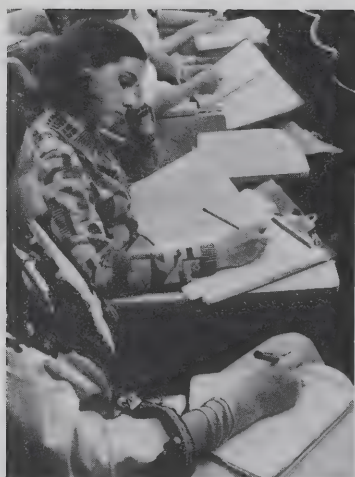
Graduate applicants from other countries must successfully complete the proficiency examinations of the College of Nursing to determine skills and knowledge of subject matter.

Rush University may educate foreign students only by permission of the United States Justice Department, Immigration and Naturalization Service. Form I-20 will be issued at the request of the student when an offer of admission is made. Foreign students may not work, so they must be able to finance their entire education.



"Nurses must begin to put into practice the individualized care they preach. Care by routines and mass task activities must be replaced by a care pattern that takes into consideration the life style of patients, moves constantly toward independence for patients; the teaching of health care to patients must reach new planes of sophistication and sensitive understanding."

Luther Christman, Ph.D., Dean, College of Nursing



The College of Nursing

Philosophy



The faculty of Rush University, College of Nursing believes that each individual is a part of the human family; the potential for growth is inherent in each individual; the individual and his environment are dynamic interdependent systems; one is born into, lives, and dies in a social system; one moves through the life cycle

within a health-illness continuum which is expressed within a socio-cultural context; and education is a life-long process which develops the potential, intellectual, and humanitarian insights necessary for functioning as a productive, creative, and contributing member of society.

The learner is a singular individual coming with a highly specific socio-cultural background, diverse life experiences, and varied interests and values; learning is meaningful and best facilitated when based on individual variations. The members of the faculty provide students with a learning environment which enhances individual potential by encouraging inquiry and self-directed independent learning which incorporates methods of new nursing care as well as stimulating the definition and investigation of nursing problems. The liberal arts education serves to broaden perspectives in relation to man in society and a humanistic approach to nursing care, and to foster an esthetic value for self-fulfillment. The biological and behavioral sciences serve as a foundation for understanding the nursing process and applying theory to nursing practice. The professional education, based on scientific principles, provides knowledge, promotes skills, and encourages the development of attitudes which are essential to the functioning of the professional nurse practitioner as a generalist.

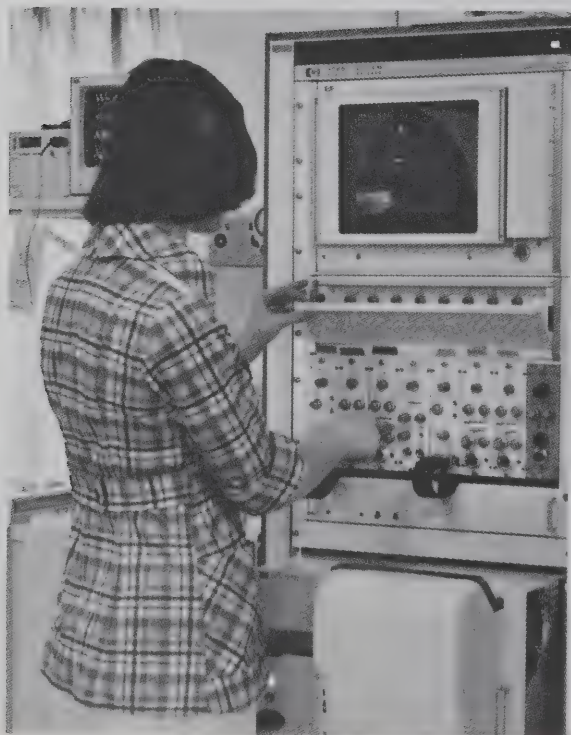
Taken together, all the elements in the philosophy are designed to enable students to grow into the professional competence necessary to function effectively.

Expertise in nursing includes an ability to work harmoniously and productively with all other members of the health team as well as contributing constructively to change in the provision of health services to society. Nursing as an applied science has responsibility for influencing health care in various dimensions: the potential for health care can be enhanced or impeded by environmental variables; the ability to cope with crisis is related to previous levels of health, and persons, as consumers of health care, ought to be participants in their care.



"The planners of Rush University were convinced that the issue at stake is the quality, not the quantity, of health manpower. Competent persons are more likely to be innovative and use the resources of the system more wisely than persons with lesser capability. In addition, competent persons probably will demonstrate a greater degree of responsibility and accountability when dealing with problems of care."

Luther Christman, Ph.D., Dean, College of Nursing



Undergraduate Admissions

Affiliate Applicants

All applicants receive consideration for admission without regard to age, race, sex, creed, color or national origin. TOEFL (Test of English as a Foreign Language) is required of all foreign applicants whose native language is not English.

Students interested in the undergraduate nursing program are encouraged to submit applications to the affiliated colleges of their choice soon after the beginning of their senior year in high school. A college preparatory program in high school which includes chemistry, biology, physics and mathematics is the best preparation for enrollment in any of the affiliated colleges.

Each college has its own entrance requirements. A student enrolled at an affiliated college for the Rush program will file a Data Sheet form with the College of Nursing to formalize participation in the program. The student's academic progress will be monitored by both Rush and the health careers advisor on the affiliated college campus. All candidates for admission must provide evidence of good physical and mental health. Students meeting the objectives of the pre-health curriculum and obtaining the approval of both the health careers advisor and the Dean of the College of Nursing and who file all required documents will move to the Rush University campus to pursue the final two years of the program.

Due to limited enrollment, students already enrolled in one of the affiliated colleges in another program and students desiring to transfer to an affiliated college for the Rush program must be approved by the health careers advisor and the Director of Admissions at Rush.

Applications may be obtained by writing to the Director of Admissions of any of the affiliated colleges.

Transfer Applicants

The College of Nursing also considers a limited number of transfer applicants at the third year level in addition to students who complete the pre-health curriculum at an affiliated college. Selection is competitive and only the most qualified applicants will be accepted. Only those spaces not filled by Rush students from affiliated colleges will be available for transfer students. Many Rush transfer applicants have been registered nurses or college graduates as well as students who have attended non-affiliated colleges. All applicants must have satisfactorily completed the pre-health curriculum at an accredited college or university. Rush University does not offer the pre-health curriculum on its campus. No transfer credit is awarded for required course work (see following table) in which the student earned less than a "C" grade. Required courses should be taken for a grade rather than a pass-fail option.





Pre-Health Curriculum

Courses	Quarter Hours	Semester Hours
*Chemistry, Inorganic	5-6	4
*Chemistry, Organic	5-6	4
*Human Anatomy and Physiology	10-12	8
*Microbiology	5-6	4
*Statistics, Introductory	4	3
*Behavioral Sciences (Growth and Development is required; other courses should be in Psychology, Sociology or Anthropology)	18	12
Academic Electives	43-38	25
Total	90	60

**Required Courses*

Transfer applicants apply directly to the College of Nursing. It is advisable to apply early in the academic year preceding the intended year of matriculation. Guidance in course selection is available through the Admissions Office at Rush.

Applications for transfer students may be obtained from:

Director of Admissions
College of Nursing
Rush University
600 S. Paulina
Chicago, Illinois 60612
(312) 942-7100

A non-refundable application fee of \$25 must accompany the application, as well as transcripts from high school (including test scores), and from all colleges, universities or nursing schools attended, and three recommendations.

When the application is complete, all items are reviewed and evaluated. If required course work is still in progress, an offer of acceptance is contingent upon satisfactory completion.





Undergraduate Curriculum

At the College of Nursing, the program leading to the Bachelor of Science degree with a major in nursing requires successful completion of the pre-health curriculum and upper division study at Rush University.

Upon completion of the four-year program leading to the Bachelor of Science degree with a major in nursing, the graduate is eligible to write the licensure examination to become a registered professional nurse.

The goals of the program are to prepare the professional nurse with the knowledge base and intellectual flexibility to provide nursing care in a variety of current and emerging health care delivery systems, and to interact with the individual, the family, the community, and other health professionals.

The development of nursing as an applied science begins with a foundation in the basic liberal arts and sciences to provide a base for the upper division nursing curriculum at the Rush University campus. The basic behavioral and biological sciences taken the first two or three years at an affiliated school are transformed during the last two years into nursing practice in the psychomotor skills laboratory, classrooms, seminars, and clinical practice and experiences.

A team effort, involving basic scientists, nurse-scientists, practitioner/teachers, and the student, guides the application of current nursing knowledge, and utilizes the freshest directions for change and the newest research findings. Throughout the curriculum the student is expected to become more and more self-directed and to concentrate on specific career goals through the selection of academic and clinical electives. Electives in the humanities are an integral part of the curriculum and complement the scientific and technical competencies required for professional practice.

The lifetime continuum of learning for nursing practice is acknowledged at Rush and enhanced by the availability of self-study resources and advanced studies in clinical nursing and nursing research.

Objectives

The objectives of the undergraduate program in nursing are to provide educational experiences which will enable the student to:

- function as a general practitioner with a commitment to continuous learning and the improvement of nursing care;
- synthesize principles and concepts from the biological and behavioral sciences in planning, implementing and evaluating preventive, therapeutic, and rehabilitative health care for individuals and families;
- apply principles of problem-solving in designing, implementing, and evaluating health care;
- function independently and interdependently with other members of the health team in providing for continuity in the delivery of care;
- effect change while focusing on social and political forces as they affect the health care delivery system and the roles of nursing;
- relate the findings of research to clinical practice and explore areas for continued research;

- demonstrate commitment and accountability to health care consumers and providers;
- engage in activities which promote personal and professional development;
- and acquire a basis upon which to enter graduate study in nursing.

Pre-Health Curriculum

The pre-health portion of the undergraduate program is taken at an affiliated college and requires two or three years of study, depending upon the college. These years are devoted to preparing the scientific foundation upon which the practice of nursing can be built. The first year emphasizes courses in biological, physical and behavioral sciences, with options in the humanities. The succeeding pre-health years are used to increase depth in the sciences as they relate more specifically to health fields, and to enhance personal experience by a broad choice of electives in the humanities.

Each affiliated college has a unique relationship with Rush. Specific course offerings and requirements may vary from campus to campus due to curricular offerings, scheduling, and course content. Each pre-health curriculum is different, but all provide the background necessary for the professional component of the program in the final two years. The pre-health curriculum in the admissions section suggests the kinds of courses which are normally required before a student comes to the Rush Campus.

Curriculum

The upper division curriculum designed to fulfill these objectives consists each quarter of a set of correlated required courses that function much as one course. A required advanced course in either the biological or the behavioral sciences provides the core concepts for the set of courses. It is taught by a team of scientists, experts in their own sub-specialties. Additional Medical Center staff are called upon for lectures in other specialized areas.

Clinical nursing faculty present related nursing concepts in the required seminar/practicum that accompanies the advanced science course. In the practicum, students spend 12 to 24 hours weekly in clinical experiences planned to provide an opportunity for the practical application of nursing principles. Part of this clinical time is spent learning basic nursing skills and techniques related to the seminar content in specially equipped psychomotor skills laboratories. Teaching of these skills is provided by both practitioner/teachers and laboratory personnel in order to assure competent, safe patient care. When competency is gained, the skills are applied in the clinical setting.

This scheme is followed for five quarters; each seminar and practicum assumes that students will achieve a progressively higher level of understanding and skill. Since courses are offered only once each year, unsatisfactory performance will result in a year's delay in progress. Hence, progression is contingent upon successful completion of each quarter in sequence. Each nursing student will be assigned to clinical experience in the areas of medical, psychiatric, community, obstetrical, surgical, and pediatric nursing. During the community experience students make home visits in the surrounding

neighborhoods. Clinical assignments and conferences aid students in learning the special care requirements of patients in each nursing area. Arrangements have been made with other agencies and institutions in the Chicago area so that students will have outstanding clinical training in a variety of care settings. Students may spend clinical time at Rush affiliated hospitals and other institutions throughout the city.

In the final quarter, students are permitted to select an area of clinical practice for concentrated study. They are given greater responsibility for patient care, under the guidance and supervision of the practitioner/teacher.

Throughout the program the student is guided by faculty who serve as practitioner/teachers, by course directors, and by the Office of the Dean.

The role of the practitioner/teacher is to help the student understand the application of scientific concepts to nursing practice. This unique role is filled by a practicing nurse with a master's degree in the appropriate clinical specialty. Practitioner/teachers spend part of their time as teachers, interpreting concepts, guiding clinical experiences, assigning tasks to students, and counseling them. They also are practitioners, caring for patients in a unit of the Medical center and perhaps engaging in clinical research.

Students also take courses in pharmacology, research, professional issues and elective areas to broaden their educational experiences.



**Baccalaureate
Nursing Program**

Third Year

				Quarter Hours
Fall Quarter				
*BEHAV	301	Advanced Behavioral Science I		4
*NURSG	316	Seminar and Practicum I		8
*PHARM	301	Introduction to Pharmacology		2
				14
Winter Quarter				
*BIOSC	301	Advanced Biological Sciences I		4
*NURSG	317	Seminar and Practicum II		8
		Elective		2-4
				14-16
Spring Quarter				
*BIOSC	302	Advanced Biological Sciences II		4
*NURSG	318	Seminar and Practicum III		8
		Elective		2-4
				14-16

Fourth Year

				Quarter Hours
Fall Quarter				
*HCSYS	401	Systems Perspectives of Health Care		4
*NURSG	411	Seminar and Practicum IV		9
*HLCED	382	Introduction to Research		2
				15
Winter Quarter				
*BEHAV	401	Advanced Behavioral Science II		4
*NURSG	412	Seminar and Practicum V		9
		Elective		2-3
				15-16
Spring Quarter				
*NURSG	431	Concentrated Clinical Studies		3
*NURSG	413	Seminar and Practicum VI		10
*NURSG	434	Professional Issues		1
		Elective		2
				16
Sub-Total				90
Pre-Health Curriculum				90
Minimum Required for Graduation				180

*Required courses

Advanced Placement (A.P.)

Any student who has completed the pre-health curriculum and has been accepted by the College may take the advanced placement (A.P.) examination in the advanced science course offered each quarter.

In addition, registered nurses who have passed the advanced science course examination (A.P.) are eligible to take the A.P. examination in the nursing science course. (for example, NURSG 316) Graduates of associate degree nursing programs may take the nursing (A.P.) examinations only if nursing credits were not used to fulfill the elective portion of the pre-health curriculum.

R.N. candidates for advanced placement may challenge required coursework for a specific quarter by successfully completing the following examinations in the sequence indicated:

1. Examination in BEHAV 301 - Advanced Behavioral Science I; then, *if successful*:
2. Examination in NURSG 316 - Seminar I; then, *if successful*:
3. Clinical Challenge Examination. Clinical competencies for all quarters successfully challenged will be tested simultaneously.

The same sequential testing format will be followed for each quarter of work challenged. A candidate successful in all three examinations will receive credit for 12 or 13 hours. Credit for up to three quarters may be granted in this manner. In order to receive the Bachelor of Science degree a minimum of three quarters must be spent in academic residence at Rush University.

Students interested in taking the Advanced Placement examinations should contact the Director of Admissions for a schedule of dates and fees.





"Those of us in the health professions must demonstrate our adaptability with far greater imagination and responsibility than most of our fellows."
James A. Campbell, M.D., President



Undergraduate Academic Policies

Credit Hours

The quarter hour is the unit used by the College of Nursing for determining credit for courses taken at the Rush University campus. One quarter hour represents one lecture hour, two hours of small group discussion or 3 laboratory or clinical hours per week.

Each quarter is ten weeks. An examination for each course generally is given during the eleventh week.

Full time students will carry a course load of 12 to 17 quarter hours each quarter.

Outstanding students may petition the Dean to register for additional courses. Written approval is required. There is no additional fee for those additional credits.

Undergraduate students must plan on full-time course work. The only exceptions are students that have received credit by examination for some of the required courses.

Absences

Students are fully responsible for all material presented in class sessions. Faculty will not be available for students who miss class or are late for class. Students are expected to be in all seminar and clinical practice periods, and are fully responsible for all content presented therein. When illness or other special circumstances prevent attendance, the student must inform the instructor in advance when possible, in order to plan for meeting objectives on an individual basis. Students absent from a final examination will receive a zero for that examination or an incomplete for the course, as determined by the course director.

Examinations

The examination policy is the responsibility of the individual course director who will inform students of examination requirements for that particular course. A period at the end of the quarter is provided for final examinations. This period may be used as the course director chooses.

Transfer of Credit

Undergraduate courses taken at a recognized college or university which fulfill the pre-health curriculum requirements may be applied toward the baccalaureate degree in nursing at Rush. Additionally, upper division courses taken at a recognized college or university may fulfill the 10 quarter hour elective requirement at Rush.

The Associate Dean for the Baccalaureate Program determines the acceptability of transfer credit for courses taken prior to a student's matriculation at Rush. After matriculation, students may enroll in another college or university after gaining the approval of the Associate Dean on an Off-Campus Study form. This form is available in the Office of the Registrar.

Grades from courses transferred from another institution are not recorded on the students academic record and do not effect the grade point average. The number of credits are recorded and are added to the cumulative number of credits.

Credit by Examination

Certain courses may be challenged by a student possessing knowledge or skills in a particular area. The advanced placement program is available for entering undergraduate nursing students. See section on curriculum. Credit for courses earned in this manner will be noted on

the academic record and will meet graduation requirements, but will not necessarily reduce the time required for graduation. Requests for taking an examination for credit may be initiated in the Office of Admissions.

Registration

Registration for a new term is normally done in an announced pre-registration period during the preceding term. The last day to enter any course is on Monday of the second week of each quarter. Registration, dropping and adding courses, and withdrawal from school must be done on forms provided by the Office of the Registrar.

Registration is complete only after tuition and fees have been paid in full, or deferred payment contracts have been signed with the Office of Financial Affairs. Students may attend classes only after they have completed registration.

Students who register for a course but do not attend will receive "F" grades.

Identification Cards

Each student receives an identification card at matriculation. Each term, the card is validated at the completion of registration. A valid card is needed for identification within the Medical Center complex, for use of the library and for admission to some events.

Independent Study

With permission of the faculty advisor and the Associate Dean for the undergraduate program, a student may pursue an independent reading or independent clinical study course for elective credit. A preceptor works with the student in designing, monitoring and assessing the course work. A student interested in this option should fill out an independent study contract six weeks before the quarter the course is taken. Contracts are available in the Office of the Registrar.

Adding or Dropping a Course

After the registration form has been accepted by the Office of the Registrar, students may add or drop courses on a form provided by that office. The student's advisor must sign these forms before they will be accepted. Monday of the second week of the quarter is the last day to add a course.

The official date of withdrawal from a course is determined by the date the completed form is returned to the Office of the Registrar. If a student withdraws by the end of the first week of classes, the course will not appear on the academic record. A "W" grade will appear on the record if the withdrawal is between the beginning of the second week and the end of the sixth week of the quarter. A student may not withdraw from a course after the sixth week.

Leave of Absence

A nursing student who must interrupt his or her studies for reasons of sustained ill health or compelling personal situations may apply for a leave of absence for a stated period of time, usually not to exceed one year. Leave of absence requests must be submitted in writing to the Student Evaluation and Promotion Committee and the Associate Dean. If approved, the student must satisfy the conditions of the leave before reentering and must comply with all policies, requirements and

course sequence in effect at the time of re-entry. The student will pay tuition and fees at the rates in effect at the time of reenrollment.

Withdrawal from School

Students planning to withdraw from school voluntarily must complete a form available in the Office of the Registrar. The student will obtain several signatures while returning all medical center materials, the identification card, locker key and name-pin. Withdrawal is final once all medical center bills have been paid and the completed form submitted to the Office of the Registrar.

Grades

Transcripts and Grade Reports

Grades are recorded on the student's permanent academic record in the Office of the Registrar. A transcript of the academic record becomes official only when signed by the Registrar and bearing the corporate seal of Rush-Presbyterian-St. Luke's Medical Center. Official transcripts are released only by written request. Forms for this purpose are available in the Office of the Registrar for on-campus students. There is no fee for this service.

Transcripts will not be released until all overdue bills are paid.

Quarterly grade report forms are sent to the student's local address as soon as grades are recorded each term. This is a student copy only and it should not be accepted by any institution or agency in lieu of an official transcript.

Grade Point Average

Each student maintains a grade point average for all work completed at Rush using the grading system described below. The grade point average is determined by dividing the number of points received by the number of credit hours attempted in which an A, B, C, D, or F grade was received. This computed grade point average does not include courses transferred from another institution or courses taken on a pass/fail basis. These courses are added into the credit hour total only.



Undergraduate Grading System

The following grades are used to report the quality of work at Rush:

Grade	Quality	Grade Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimal Passing	1
F	Failure	0
P	Passing	—
N	Not Passing	—
I	Incomplete	—
W	Official withdrawal week two through six	—

A grade of "P" or "N" is given for elective courses at the discretion of the instructor and in some cases, when the student petitions, no later than the end of the first week, to take the elective course on a "P/N" basis with the instructor's permission.

The grade of "I" is normally given only when circumstances beyond the control of the student prevent completion of course requirements. Students receiving a grade of "I" are responsible for finding out from the instructor the exact work required to remove the Incomplete. In the case of a required course (see section on curriculum) work shall ordinarily be completed and a letter grade received by the end of the fifth week of the next quarter the student is enrolled or sooner at the discretion of the instructor and course director. An "I" grade not removed by midterm will revert to a final grade as determined by the course director. A grade of Incomplete in an elective course will automatically revert to an "F" or "N" grade unless a change of grade is received by the Registrar within one calendar year.

Grading for the seminar/practicum course is composed of two parts.

- 1) The practicum (clinical portion) is graded on a P/N basis. An N in the practicum results in an "F" grade for the entire course.
- 2) The seminar is graded on an A—F scale. Students who receive a "P" in the practicum receive their seminar grade for the entire course.

Nursing students receiving a "D" or "F" grade in courses which resulted in dismissal may repeat one required course upon their reinstatement (See courses under Academic Progression). The hour and grade points of the second grade only will be counted in the cumulative grade point average.

Deans List

Undergraduate students earning a 3.5 or higher grade point average for at least twelve credits for a quarter are given recognition by the Dean of the College of Nursing by having their names placed on the Dean's List.

Academic Progression

The faculty reserves the right to request the withdrawal of any student whose conduct, physical or mental health, or performance, demonstrates lack of fitness for continuance in a health profession. Any such student not voluntarily withdrawing will be dismissed from the University.

Since much of the work in nursing assumes that students will achieve a progressively higher level of understanding and skill, high academic performance is expected. The individual student is responsible for acquiring knowledge both in and outside formal classroom and clinical settings.

Undergraduate students will be considered in good standing at Rush University unless placed on Academic Probation.

Academic Probation is assigned to any student who receives a *quarterly* grade point average below 2.0 or whose *cumulative* grade point average falls below 2.0. Students placed on probation must regain the status of good standing within two academic quarters after the quarter in which probation is earned. Failure to do so will result in dismissal from the University.

Undergraduate nursing students who receive more than one "D" in the following courses may not remain in the program:

BEHAV 301,401

BIOSC 301, 302

HCSYS 401

NURSG 316, 317, 318, 411, 412, 413, 431

If a grade of "F" is received in PHARM 301, NURSG 434, HLCED 382 or any of the courses listed above, the student will be dismissed from the program.

Reenrollment

Any student who has withdrawn from a program and has not been enrolled for two consecutive quarters or any dismissed student may apply for readmission by submitting an application for this purpose, with a fee of \$25.00, to the Office of Admissions. Applications for reenrollment must be received at least one quarter before the planned return. Reentering students must meet the conditions for reenrollment, stated in their dismissal or re-entry acceptance letter, and all policies, requirements and course sequence in effect at the time of reentry. The student will pay tuition and fees at the rates in effect at the time of reenrollment.

Requirements For Graduation

Bachelor of Science

The Bachelor of Science degree, with a major in nursing, requires a minimum of 180 quarter hours. This includes at least 90 quarter hours earned as a lower division student at an affiliated school, or before entrance as a transfer student. Remedial courses taken to fulfill prerequisites for special courses are not necessarily included in the 180 quarter hours needed for graduation.

A minimum of 45 quarter hours shall be spent as an upper division student in academic residence at the Rush University campus.

Candidates for the Bachelor of Science degree must earn a 2.0 cumulative grade point average in all computed upper division credits

taken at Rush University and a 2.0 in all required course work in the student's major, exclusive of electives.

During the fourth year, all students may be required to take the National League of Nursing Achievement Tests. However, no minimum score is required.

Participation in cap and gown at commencement exercises is expected of all graduates.

After receiving the baccalaureate degree, graduates are eligible to write the State Board Test Pool Examination for Nursing in Illinois and other states.

Graduation Honors

Candidates for the Bachelor of Science degree who have demonstrated academic excellence are honored at commencement exercises by the Rush University faculty each spring. Those earning a 3.4 or better grade point average are awarded the Bachelor of Science *Cum Laude*; those with 3.6 or better, *Magna Cum Laude*; those with 3.8 or better, *Summa Cum Laude*. This is based on six quarters of work at Rush and does not include work done at other institutions.

Student Records

The Family Rights and Privacy Act of 1974 protects the privacy of current and former students enrolled in most educational institutions.

Students currently enrolled at Rush University will be notified annually of the educational records policy of the University and of their rights under the Act and under the federal regulations promulgated pursuant to the Act.

Rush University has six official student records. A student or former student may inspect and review his/her records after making an appointment with the appropriate office. The records and their locations are as follows:

1. Official Academic Record (transcript): Office of Registrar, 1 Schweppe-Sprague.
2. Registrar's Folder—Contains admission application, transcripts from other schools, registration information: Office of Registrar, 1 Schweppe-Sprague.
3. Dean's Folder—Contains written evaluations of clinical work, curricular flow charts, grade report copies: Offices of the Associate Deans, 4 Schweppe-Sprague;
4. Financial Affairs Folder—records showing all billing and payments, notes and correspondence dealing with a student's finance: Office of Student Financial Affairs, 1 Schweppe-Sprague.
5. Financial Aid Folder—all information concerning financial aid for the student: Office of Financial Aid, 1 Schweppe-Sprague.
6. Placement Recommendations—Contains letters of recommendation filed by faculty members at the request of the student, undergraduate nursing: Office of Secretarial Services, 301 Schweppe-Sprague.

Students may request a copy of any portion of their records from the holder of that file. The request must be in writing, signed, and must specifically identify the records desired and include the student's major, year, and social security number. There is no charge for copies

of the student transcript. Other reproductions cost 50¢ per page. The University honors requests as long as there is no outstanding obligation with the Medical Center. Students within commuting distance may be asked to review the desired data in person.

Students may request that the University amend information in their records which they believe to be inaccurate, misleading or which violates their privacy. If the University refuses to amend the records as the student wishes, he/she may request a hearing in order to challenge that decision. A hearing will be granted.

Students may place in their educational records statements commenting upon information in the records and/or stating their grievances with a decision not to amend the record.

Those administrators who maintain the records adhere to a policy of limited access for administrators and faculty having a need for information in order for their offices to function, to determine academic progress or to designate award recipients. Any disclosure of a student's record to others not listed in these policies must have prior written consent of the student. Requests for information and letters of consent of the student are kept with the records.

A student may waive any of his/her rights under the Act and its regulations.

A student may file with The Family Educational Rights and Privacy Act office a written complaint regarding alleged violations of the General Education Provisions Act and its regulations.

Copies of the Act and these written policies and procedures may be obtained from the Office of the Registrar, 101 Schweppe-Sprague.

Directory Information

Certain information classified by Rush University as directory information may be disclosed to the public. These are items of directory information: student's full name, local address and phone number, date and place of birth, home town, major field of study, year in school or class, participation in officially recognized activities, dates of attendance, degrees and awards received, previous educational institutions attended by the student and previous majors, and degrees and years earned.

Each Fall Quarter the Rush Student Address Book is published for student, faculty and staff use. It contains the student's name, local address and phone number, major, and class.

At the time of commencement exercises this information is released in public announcements: Student's full name, degree and major, previous institution and degree(s) and year(s) earned and home town.

Students may restrict the release of any item of information which is considered as directory information on a form provided in the Office of the Registrar, 1 Schweppe-Sprague, on or before October 15 of each year or the end of the second week of the quarter following matriculation.

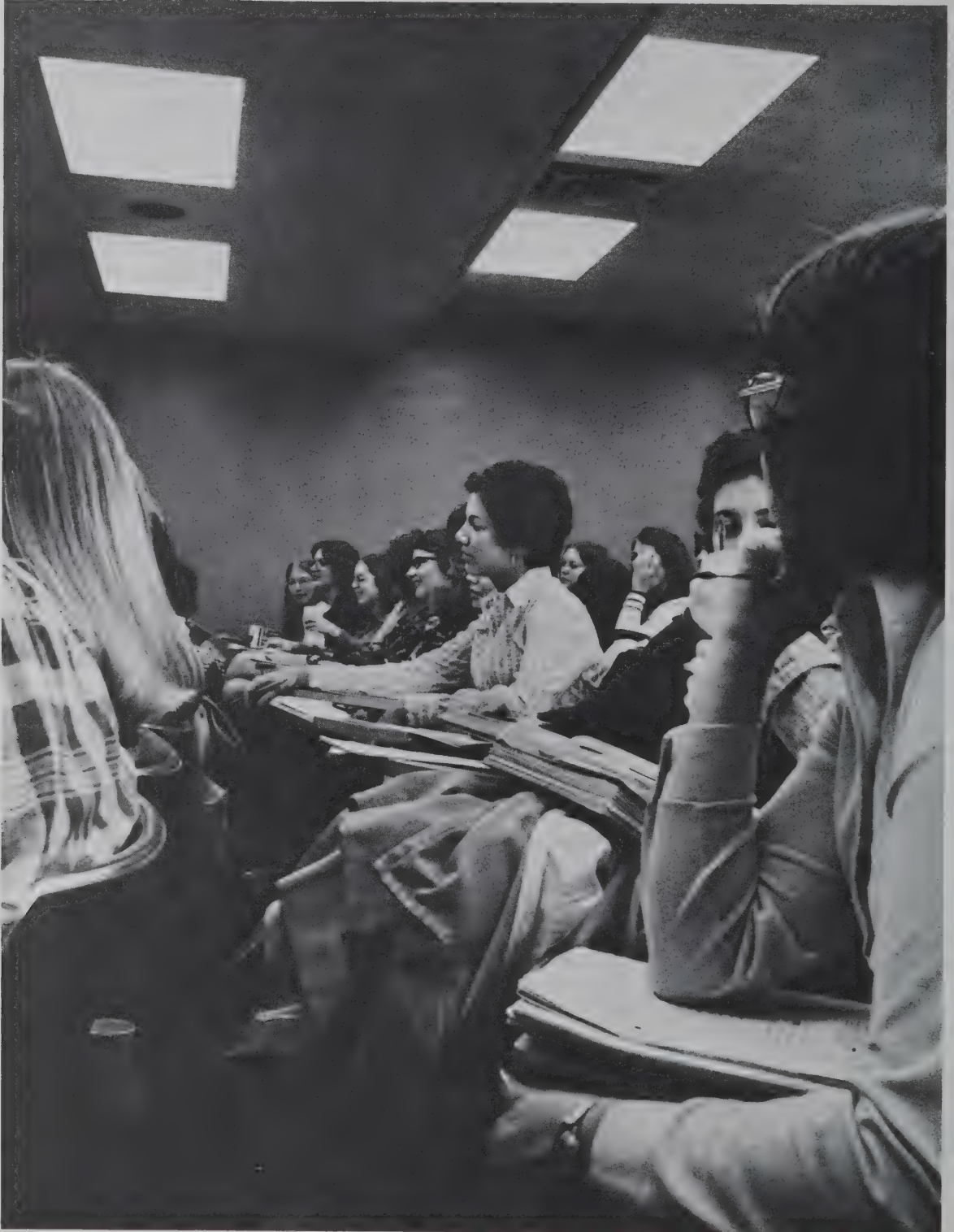
Human Investigation

Any project involving human subjects must have approval of the Medical Center Committee on Human Investigation. Studies in the community as well as within the Medical Center must have this approval. The Office of Research Affairs handles all requests and has established the protocol for proper investigative procedures.



"As technical advances continue their impressive pace, practitioners of medicine and of nursing must include the new technologists as full-fledged members of the health team, recognizing their special talents and skills as new weapons in the conquest of disease."

James A. Campbell, M.D., President



Graduate Admissions

Master of Science

Prerequisites

1. A baccalaureate degree in nursing from an National League for Nursing (NLN), accredited program.
2. B average or above for the final two years of college work.
3. Licensed to practice as a professional nurse.
4. Acceptable scores on the Graduate Record Examination Aptitude test (G.R.E.).
5. One course in Statistics.
6. Test of English as a Foreign Language (TOEFL) is required of all foreign applicants whose native language is not English.

Students seeking admission who are licensed in at least one state as a professional nurse and have completed a baccalaureate degree in a field other than nursing must fulfill all the above requirements and must also take placement examinations in nursing. Graduates from other than NLN accredited programs who fulfill all the above requirements may petition to take the placement exams. These tests are prepared by the College of Nursing faculty and assist the faculty in evaluating nursing preparation. Information regarding these examinations may be obtained from the Admissions Office. These tests will be administered on

December 13, 14, 15, 1977

March 21, 22, 23, 1978

June 13, 14, 15, 1978

An applicant who receives unacceptable scores on the placement examination but meets all the above admission requirements may enroll as a special student for independent study in areas identified if faculty in the area are available as preceptors. Successful completion of this independent study makes the applicant eligible for admission as a regular student. No credit toward a degree is earned through this independent study.

Application

An application and recommendation forms for the graduate nursing programs may be obtained by writing:

Director of Admissions

The College of Nursing

Rush University

600 S. Paulina

Chicago, Ill. 60612

312/942-7100

All factors are taken into consideration when evaluating each student's application. Students are not necessarily excluded from or accepted into a program because of deficiencies or proficiencies in any one area.

An applicant not meeting regular admissions requirements may, at the discretion of the Admissions Committee, be offered enrollment as a special student as defined below.

The graduate program recognizes three categories of students:

1. Regular students, who have been accepted for admissions to the master's degree program;
2. Special students, who have not been accepted to the degree program but have permission to enroll in specific courses for

academic credit (there is a limit of two courses in this category and full-time students have priority for enrollment in classes);

3. Auditors, who have obtained permission to attend a course but are not seeking academic credit (no academic grade is reported).

Applicants to the graduate programs in nursing must have on file in the Admissions Office the following materials, before the Admissions Committee will consider their applications:

1. completed application;
2. \$25.00 application fee;
3. three personal recommendations;
4. official transcripts of all graduate and undergraduate work;
5. results of the Graduate Record Examination;
6. an interview with the coordinator of the clinical specialty.

Doctor of Nursing Science

Formal admission to the doctoral program usually occurs after the completion of 55 quarter hours of graduate study at Rush University or the completion of a Master of Science in a nursing program which had a clinical focus.

The doctoral applicant must meet the following admission requirements in addition to the admission requirements for the master of science program. However, acceptance for admission to the master of science program does not guarantee admission to the doctoral program.

1. Favorable recommendations are required from at least three individuals who know the applicant well. These recommendations should be sought from nurses, teachers or researchers; at least one of whom holds an earned doctorate. The recommendation should attest to the professional nursing competence and personal characteristics, and predict the applicant's success as a doctoral student and future professional contributions.
2. Graduate Record Examination Aptitude Test: Students should have at least a combined score of 1100 on the verbal and quantitative sections of the G.R.E.
3. Personal interviews with at least one faculty member who teaches courses on the doctoral level, with the coordinator of the applicant's selected clinical field, and when possible, with the Associate Dean for the Doctoral Program. The purpose of the interviews is to ascertain the graduate student's general knowledge of nursing, comprehension of the selected field of nursing; and ability to express ideas and opinions. The applicant's previous clinical experience will be critically evaluated.
4. The applicant is expected to have a 3.5 cumulative grade point on a 4.0 scale for the masters level of study.
5. Applicants must successfully complete a comprehensive examination prior to their formal admission to doctoral student status. The purpose of this examination is to demonstrate the applicant's mastery of knowledge in specific areas, as well as analytic ability and critical thinking.

All master's degree candidates in nursing at Rush must successfully complete this comprehensive examination during the last quarter of

residence in the master's program. Applicants other than Rush graduates can arrange with the Associate Dean of the Doctoral Program to take the comprehensive examination.

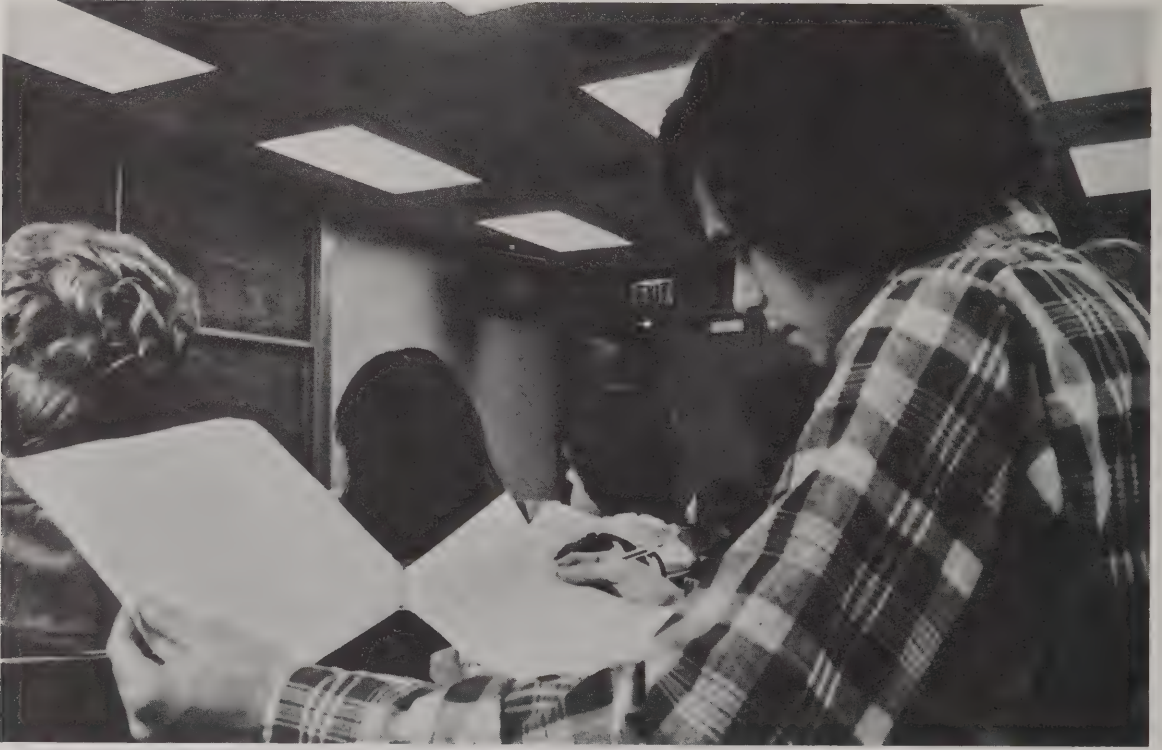
The Admissions Committee of the College of Nursing shall select for doctoral study the qualified applicants whose professional goals and educational objectives can best be met by the resources of Rush University. The Associate Dean for the Doctoral Program will notify the applicant (graduate student) of his/her admission to the status of doctoral student. At the same time the Associate Dean will appoint the doctoral student's major advisor.





"We must, however, be careful that we do not become so joined to our science that we become separated from our patients or they will be denied our scientific skills."

James A. Campbell, M.D., President



Graduate Curriculum

Graduate education in nursing at Rush University is conceptualized as a continuum. Undergraduate education in nursing serves as a foundation for graduate study leading to the M.S. and/or the D.N.Sc. The first phase of graduate study is clinical specialization at the master's degree level. Successful completion of the requirements for the M.S. qualifies the nurse to practice as a clinical specialist and provides a base for continued graduate study in nursing. In the second phase of graduate study (the doctoral level) the student examines further the substantive areas of a clinical specialty and the current generalized theories of nursing, integrates knowledge from the behavioral and biological sciences, and develops research competence. The nurse who successfully completes the requirements for the D.N. Sc. can expand the general theoretical body of nursing knowledge and its applications to diverse and changing nursing problems. A graduate of the D.N. Sc. program will have developed competencies as an expert clinical practitioner, the investigative skills of a nurse researcher, and the leadership skills for developing health policy and changing health care systems.

Philosophy

Graduate nursing education at Rush University is based on the belief that nursing is an applied science which considers the life cycle of man and the interacting systems in man's environment. The master's program prepares the nurse for practice as a nurse clinical specialist and provides the basis for continued graduate study. The doctoral program prepares the nurse for leadership in the advancement of the science of nursing.

A significant concept underlying the graduate curriculum is the view that human development is a dynamic continuous process that occurs within a health-illness continuum. The nurse clinical specialist must be cognizant of the dynamic interrelationships among biological, psychological, and sociological environmental systems which influence perceptions of, and responses to, physiological and psychosocial health problems. Advances in clinical practice must be based on in-depth knowledge and understanding of the biological and behavioral sciences. Therefore, the core curriculum includes courses in physical assessment, health systems, behavioral dynamics, physiology, and clinical investigation. The seminar and practicum courses, as well as independent study, focus on the student's area of clinical specialization and provide the theoretical and clinical bases for practice as a nurse clinical specialist.

Graduate education provides for the development of intellectual inquisitiveness, analytic thinking, critical judgment and a high degree of professional responsibility and accountability. Doctoral study affords the student the opportunity to combine cognate studies, field studies and research to expand and advance the body of knowledge in nursing, to make informed judgments, and to take appropriate action for developing health care policies and changing health care systems.

Objectives

The faculty believe that the graduate program in nursing provides educational experiences which will enable the graduate of the master's program to:

1. Become an expert practitioner in a clinical specialty area with a commitment to continuous learning and the improvement of nursing care.
2. Synthesize knowledge from the biological and behavioral sciences and apply this knowledge to clinical practice.
3. Critically assess and synthesize diverse clinical data into a unified meaningful theoretical framework.
4. Utilize research concepts and skills in planning, implementing, and evaluating nursing care for individuals, families and communities in distributive and episodic health settings.
5. Utilize independent study as a means of enhancing clinical skills and knowledge and in role development in a selected specialty area.
6. Analyze the health care system and the nursing leadership role in the context of interacting social, economic, political, and biological systems.
7. Function collaboratively with other members of the health team in the delivery of health care.

In addition, the graduate of the doctoral program will be able to:

1. Plan, implement and evaluate changes in health care systems commensurate with current knowledge and future health needs of society.
2. Design, conduct and direct nursing research.
3. Formulate nursing theories from a range of clinical investigations and contribute to the body of nursing science.
4. Provide leadership essential to the advancement of nursing practice and nursing science.

Master of Science

Programs leading to the Master of Science degree with a major in nursing provide the opportunity for clinical specialization in community nursing, geriatric/gerontological nursing, psychiatric nursing, oncological nursing and medical/surgical nursing.

The Master of Science degree with a major in nursing requires completion of a minimum of one calendar year or 55 quarter hours of credit, exclusive of prerequisites and deficiencies. Each student is assigned an advisor who helps plan the program of study.

Core content (required course work) of the curriculum encompasses concepts of health care delivery, behavioral sciences and clinical investigation. Seminar-practicum courses provide individual and group focus on the student's area of clinical specialization. The course in Physical Assessment (NUCOM 501 or NURSG 506) must be completed before students may enroll in clinical practicum courses. In the practicum, the student may choose both the practice area (psychiatry, community, oncology, medicine/surgery or gerontology), and the setting (community, acute, chronic care centers) if faculty preceptors in the student's area of specialization are available.

Electives may be taken in any subject offered at the Rush University

campus of the College of Nursing or an affiliated school. Elective credits may be earned in a nursing specialty other than the student's major area.

Master's Degree Program Community Nursing

*(All courses except
electives are required
courses)*

Fall Quarter				Quarter Hours
BEHAV	501	Behavioral Dynamics		4
NUCOM	501	Physical Assessment		5
*NUCOM	511	Community Nursing Seminar I		2
PHYSO	451	Physiology I		5
				16
Winter Quarter				
HLCED	583	Clinical Investigation I		2
*NUCOM	502	Adult Health Concepts I		6
*NUCOM	512	Community Nursing Seminar II		1
PHYSO	452	Physiology II		5
		Elective		2
				16
Spring Quarter				
HCSYS	521	Systems of Health Care		2
HLCED	584	Clinical Investigation II		2
*NUCOM	503	Adult Health Concepts II		7
*NUCOM	513	Community Nursing Seminar III		2
STAT	502	Biostatistics		3
				16
Summer Quarter				
*NUCOM	504	Ob/Gyn Health Concepts		8
*NUCOM	514	Community Nursing Seminar IV		2
NUCOM	521	Community Health Services		3
PRMED	503	Epidemiology		3
				16



Fall Quarter				Quarter Hours
*NUCOM	505	Pediatric Health Concepts		7
*NUCOM	515	Community Nursing Seminar V		2
NUCOM	523	Community Organization for Family Health		2
NUCOM	531	Practicum in Family Centered Agency		2
		Elective		3
				16

Winter and Spring Quarters

NUCOM	600	Residency in Community Nursing	No Credit
This residency carries no credit but is a requirement for the M.S. degree with a major in Community Nursing.			
Minimum Required for Graduation			80

*Major Seminar/Course

Master's Degree Program Geriatric/Gerontological Nursing

(All courses except
electives are required
courses)

Fall Quarter				Quarter Hours
PHYSO	451	Physiology I		5
BEHAV	501	Behavioral Dynamics		4
NURSG	501	The Use of Concepts, Theories and Models in Nursing		2
NUCOM	501	Physical Assessment		5
				16

Winter Quarter

*NURSG	511	Nursing Concepts Seminar	3
HLCED	583	Clinical Investigation I	2
PHYSO	452	Physiology II	5
*NUCOM	502	Adult Health Concepts I	6
			16

Spring Quarter

HLCED	584	Clinical Investigation II	2
HCSYS	521	Systems of Health Care	2
*NUCOM	503	Adult Health Concepts II	7
GERON	504	Holistic Dimensions of the Later Ages	4
			15

Summer Quarter

*NUGER	513	Seminar and Practicum III	7
		Electives	5
			12
Minimum Required for Graduation			59

*Major Seminar/Course

**Master's Degree Program
Oncological and
Medical/Surgical Nursing**

*(All courses except
electives are required
courses)*

Fall Quarter				Quarter Hours
NURSG	501	The Use of Concepts, Theories and Models in Nursing		2
PHYSO	451	Physiology I		5
BEHAV	501	Behavioral Dynamics		4
		Electives		2
				13
Winter Quarter				
*NURSG	511	Nursing Concepts Seminar		3
NUCOM	501	Physical Assessment		5
PHYSO	452	Physiology II		5
HLCED	583	Clinical Investigation I		2
				15
Spring Quarter				
HLCED	583	Clinical Investigation II		2
HCSYS	521	Systems of Health Care		2
*NUM/S or				
*NUONC	512	Seminar and Practicum II		7
		Elective		3
				14
Summer Quarter				
*NUM/S or				
*NUONC	513	Seminar and Practicum III		7
		Elective		6
				13
Minimum Required for Graduation				55

*Major Seminar/Course



**Master's Degree Program
Psychiatric Nursing**

*(All courses except
electives are required
courses)*

Fall Quarter				Quarter Hours
BEHAV	501	Behavioral Dynamics		4
NURSG	501	The Use of Concepts, Theories, and Models in Nursing		2
ANAT	462	Introduction to Neurobiology		3
		Elective		5
				14
Winter Quarter				
ANAT	463	Neurological Aspects of Patient Care		1
HLCED	583	Clinical Investigation I		2
*NURSG	511	Nursing Concepts Seminar		3
NURSG	506	Physical Assessment for Psychiatric Nurses		3
NUPSY	506	Clinical Practicum		5
				14
Spring Quarter				
HLCED	584	Clinical Investigation II		2
HCSYS	521	Systems of Health Care		2
*NUPSY	512	Seminar and Practicum II		7
		Elective		3
				14
Summer Quarter				
*NUPSY	513	Seminar and Practicum III		7
		Elective		6
				13
Minimum Required for Graduation				55

*Major Seminar/Course





Post-Master's Study in Geriatric/Gerontological Nursing

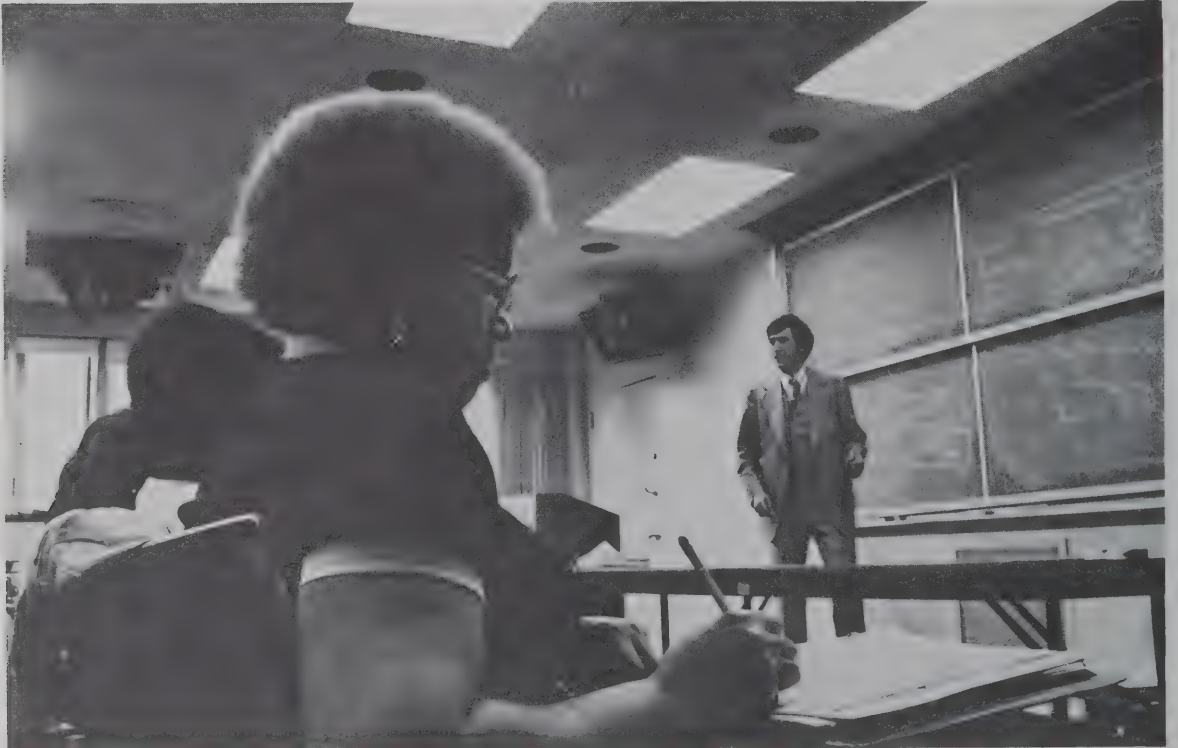
*(All courses except
electives are required
courses)*

Recognizing the need for clinical specialists in geriatric nursing, Rush has introduced a post-master's program for other clinical specialists who now wish to concentrate on the complex requirements of giving care to geriatric patients. This post-master's certificate program coincides in several areas with course offerings in the M.S. program in geriatric nursing.

This program is designed for the RN with a master's degree.

Fall Quarter				Quarter Hours
NUCOM	501	Physical Assessment		5
PHYSO	451	Physiology I		5
				10
Winter Quarter				
*NUCOM	502	Adult Health Concepts I		6
PHYSO	452	Physiology II		5
				11
Spring Quarter				
*NUCOM	503	Adult Health Concepts II		7
GERON	504	Holistic Dimensions of Aging		4
				11
Summer Quarter				
*NUGER	513	Seminar-Practicum III		7
				7
Total Credits				39

*Major Seminar/Course



Doctor of Nursing Science

The doctoral student and his/her major advisor define a program of study at the time of admission to doctoral student status. The mutually agreed upon program of study is written and signed by student and advisor. In no instance may the course work be less than the equivalent of 125 quarter hours credit. For the post-baccalaureate student the entire doctoral program must be completed within a ten year period. For those students having an interrupted program of study (admitted or readmitted to Rush University following their Master's Program), the requirements for the doctoral degree must be met within a five year period beginning with the post-master's.

Each doctoral student designates an area of clinical nursing for specialization and investigation. The following is required for the post-baccalaureate program leading to the Doctor of Nursing Science degree:

Nursing	
NURSG 501, NUCOM 501, HCSYS 522	9
Clinical Nursing	37-44
Electives	0-12
Total quarter hours	58
Basic Sciences	
BEHAV 501, PHYSO 451-452	14
Electives	17
Total quarter hours	31
Research	
Research Design & Methods	8-12
Advanced Statistics	8
Seminars and/or Electives	8-12
Dissertation Seminars	8 or more
Total quarter hours	36

The area of clinical study should be chosen from those offered as Master's degree programs at Rush University. Basic science electives could be chosen, for example, from biochemistry, physiology, psychology, sociology, and management theory. The post-baccalaureate student could complete the requirements in three to five calendar years. Post-master students should plan a period of two to three years of study to meet the doctoral degree requirements.

Students will be required to complete a minimum of 125 quarter hours of graduate level courses including those applicable for the MS degree at Rush University. Students holding the Master's degree from another university may transfer 55 quarter hours of graduate credit.

Selection of an individual program of study is dependent upon the student's educational background prior to admission to doctoral student status. Students lacking prerequisites for a designated course must satisfy the prerequisite. Similarly, prerequisites to graduate study in nursing at Rush University, such as an elementary statistics course, must be fulfilled prior to commencing graduate study.



Graduate Academic Policies

Credit Hours

The quarter hour is the unit used by the College of Nursing for determining credit for courses taken at the Rush University campus. One quarter hour represents one lecture hour, two hours of small group discussion or 3 laboratory or clinical hours per week.

Each quarter is ten weeks. An examination for each course generally is given during the eleventh week.

Full-time graduate students will carry a course load of 12 to 16 quarter hours each quarter. Outstanding students may petition the appropriate Associate Dean to register for additional courses. Written approval is required. There is no additional fee for these credits.

Part-Time Study

Graduate students may enroll for courses on a part-time basis. Full-time students have priority for enrollment in classes. However, all prerequisites for a specific course must be met before admission to the course. Part-time graduate students must complete degree requirements within three years (36 months). Special cases must be referred to the Associate Dean for Masters Programs. Students enrolling on a part-time basis may be able to switch to full-time enrollment with approval of their major advisor, depending upon availability of courses.

Absences

Students are fully responsible for all material presented in class sessions. Faculty will not be available for students who miss class or are late for class. Students are expected to be in all seminar and clinical practice periods, and are fully responsible for all content presented therein. When illness or other special circumstances prevent attendance, the student must inform the instructor in advance when possible, in order to plan for meeting objectives on an individual basis. Students absent from a final examination will receive a zero for that examination or an incomplete for the course as determined by the course director.

Examinations

The examination policy is the responsibility of the individual course director who will inform students of examination requirements for that particular course. A period at the end of each quarter is provided for final examinations. This period may be used as the course director chooses.

Transfer of Credit

Graduate level courses taken at a recognized college or university may be applied to the Master of Science degree at Rush, subject to the approval of the major advisor. Credit in excess of nine quarter hours requires approval by the Associate Dean for Masters Programs.

Graduate level courses taken at a recognized college or university may be applied to the Doctor of Nursing Science degree. Students holding the Master's degree from another university may transfer 55 quarter hours of graduate credit for D.N.Sc. Additional credit may be given upon recommendation of the student's major advisor and approval of the Admission's Committee.

Concurrent enrollment in another college may be completed after approval by the appropriate Associate Dean on an Off-Campus Study form provided by the Office of the Registrar. These courses are treated as transferred courses.

Grades from courses transferred from another institution are not recorded on the student's academic record and do not affect the grade point average. The number of credits are recorded and are added to the cumulative number of credits.

Registration

Registration for a new term is normally done in an announced preregistration period during the preceding term. The last day to enter any course is on Monday of the second week of each quarter. Registration, dropping and adding courses, and withdrawal from school must be done on forms provided by the Office of the Registrar.

Registration is complete only after tuition and fees have been paid in full, or deferred payment contracts have been signed with the Office of Financial Affairs. Students may attend classes only after they have completed registration. Students who register for a course but do not attend will receive "F" grades.

Identification Cards

Each student receives an identification card at matriculation. Each term the card is validated at the completion of registration. A valid card is needed for identification within the Medical Center complex, for use of the library and for admission to some events.

Independent Study

With permission (as designated on the independent study contract) a student may pursue an independent reading or independent clinical study course for elective credit. A preceptor works with the student in designing, monitoring and assessing the course work. A student interested in this option should fill out an independent study contract six weeks before the quarter the course is taken. Contracts are available in the Office of the Registrar.

Adding or Dropping a Course

After the registration form has been accepted by the Office of the Registrar students may add or drop courses, using a form provided by that office. The student's advisor must sign these forms before they will be accepted. Monday of the second week of the quarter is the last day to add a course.

The official date of withdrawal from a course is determined by the date the completed form is returned to the Office of the Registrar. If a student withdraws by the end of the first week of classes, the course will not appear on the academic record. A "W" grade will appear on the record if the withdrawal is between the beginning of the second week and mid-term. After mid-term a "WP" or "WF" grade will be recorded depending on whether the course director considered the student to be doing passing or failing work at the time of withdrawal.

Leave of Absence

A nursing student who must interrupt his or her studies for reasons of sustained ill health or compelling personal situations may apply for a leave of absence for a stated period of time, usually not to exceed one year. Leave of absence requests must be submitted in writing to the Student Evaluation and Promotion Committee and to the Associate Dean. If approved, the student must satisfy the conditions of leave before re-entering and must comply with all policies, requirements



and course sequence in effect at the time of reentry. The student will pay tuition and fees at the rates in effect at the time of reenrollment.

Withdrawal from School

Students planning to withdraw from school voluntarily must complete a form available in the Office of the Registrar. The student will obtain several signatures while returning all Medical Center materials, the identification card, locker key and name-pin. Withdrawal is final once all medical center bills have been paid and the completed form submitted to the Office of the Registrar.

Grades

Transcripts and Grade Reports

Grades are recorded on the student's permanent academic record in the Office of the Registrar. Transcript of the academic record becomes official only when signed by the Registrar and bearing the corporate seal of Rush-Presbyterian-St. Luke's Medical Center.

Official transcripts are released only by written request. Forms for this purpose are available in the Office of the Registrar for on-campus students. There is no fee for this service.

Transcripts will not be released until all overdue bills are paid.

Quarterly grade report forms are sent to the student's local address as soon as grades are recorded each term. This is a student copy only and it should not be accepted by any institution or agency in lieu of an official transcript.

Grade Point Average

Each student maintains a grade point average for all work completed at Rush using the grading system described below. The grade point average is determined by dividing the number of points received by the number of credit hours attempted in which an A, B, C, D, or F grade was received. This computed grade point average does not include courses transferred from another institution or courses taken on a pass/no pass basis in Rush Medical College. These courses are added into the credit hour total only.

Graduate Grading System

Grades used to report the quality of a graduate student's work are:

Grade	Explanation	Grade Points
A	Performance at a high level	4
B	Performance at a level necessary for a graduate degree	3
C	Performance not consistently at the level needed for a graduate degree	2
D	Barely passing	1
F	Unsatisfactory performance. Such a course cannot be used to fulfill a graduate program requirement; the course must be repeated	0
I	Incomplete work	—
W	Withdrawal prior to midterm of the quarter.	—
WP	Withdrawal after midterm. The quality of work was passing at the time of withdrawal	—
WF	Withdrawal after midterm. The quality of work was failing at the time of withdrawal	—

A course in which a "C", "D", or "F" has been assigned may be repeated only once. The grade for the repeated course replaces the first grade in the cumulative grade point average.

Graduate students may request an Incomplete from a course director. If the course director grants the student the privilege of an Incomplete, the "I" grade must be removed as contracted by the course director and the student. An "I" grade not removed by midterm of the next quarter will revert to a final grade as determined by the course director.

Elective courses not taken in the College of Nursing may be taken for a pass/no pass grade. If a student wishes to receive a letter grade for one of these courses the student must obtain authorization from the course director, in writing, within the first week of the course.



Academic Progression

The faculty reserves the right to request the withdrawal of any student whose conduct, physical or mental health, or performance, demonstrates lack of fitness for continuance in a health profession. Any such student not voluntarily withdrawing will be dismissed from the University.

Students in all graduate programs must maintain a cumulative 3.0 average in order to remain enrolled. In the masters program a maximum of two grades below "B" are permissible in courses other than those listed below. A student receiving more than two grades of below "B" may be required to withdraw from the program. In the doctoral program, a student receiving more than four grades below "B" may be required to withdraw from the College.

Only grades of A or B may fulfill master's degree requirements in the following major seminars:

NURSG	511
NUCOM	502-505, 511-515
NUGER	513
NUM/S	512, 513
NUONC	512, 513
NUPSY	512, 513

A student who earns a "C" in any of these courses must make special arrangements with the major advisor to repeat the work. A grade of less than "C" in these courses will result in denial of further enrollment in that graduate program.

Only grades of A, B, C or Pass may fulfill doctoral degree requirements.

A student whose cumulative grade point average falls below a 3.0 may enroll for one quarter as a probationary student to attempt to raise his or her cumulative grade point average. Further enrollment in a graduate program may be denied if the grade point average is not raised in that quarter of probationary status.

Reenrollment

Any student who has withdrawn from a program and has not been enrolled for two consecutive quarters, or any dismissed student, may apply for readmission by submitting an application for this purpose, with a fee of \$25.00, to the Office of Admissions. Applications for reenrollment must be received at least one quarter before the planned return. Reentering students must meet the conditions for reenrollment, stated in their dismissal or reentry acceptance letter, all policies, requirements and course sequence in effect at the time of reenrollment. The student will pay tuition and fees at the rates in effect at the time of reenrollment.

Requirements For Graduation

Master of Science

The Master of Science degree with a major in Nursing requires a minimum of 55 quarter hours with the exception of the clinical specialties of geriatric/gerontological nursing which requires 59 hours and community health nursing which requires 80 hours plus a two-quarter residency.

A cumulative grade point average of 3.0 is required, with no grade less than "C" in all required courses and none less than "B" in a major seminar/course.

All requirements for the degree must be completed within three calendar years.

All master's degree candidates must successfully complete a comprehensive oral examination during their last quarter in residence.

Graduates of the Community Health Nursing Program must complete a clinical research project and present it as a culmination of the sequence of seminar courses.

Doctor of Nursing Science

A minimum of 125 quarter hours of graduate level courses are required for the Doctor of Nursing Science Degree. Fifty-five quarter hours of graduate credit (including the MS) may be transferred from another university.

A cumulative point average of 3.0 is required. A doctoral student receiving more than four grades of less than a "B" may be required to withdraw from the College. Only grades of A, B, or C, (or Pass) may fulfill graduate degree requirements.

All doctoral degree candidates must successfully complete the dissertation and present a formal presentation of the research to the University Community.

Student Records

The Family Rights and Privacy Act of 1974 protects the privacy of current and former students enrolled in most educational institutions.

Students currently enrolled at Rush University will be notified annually of the educational records policy of the University and of their rights under the Act and under the federal regulations promulgated pursuant to the Act.

Rush University has six official student records. A student may inspect and review these records after making an appointment with the appropriate office. The records and their locations are as follows:

1. Official Academic Record (transcript): Office of Registrar, 1 Schweppe-Sprague.
2. Registrar's Folder—Contains admission application, transcripts from other schools, registration information: Office of Registrar, 1 Schweppe-Sprague.
3. Deans Folder—Contains written evaluations of clinical work, curricular flow charts, grade report copies: Office of the Associate Deans, 4 Schweppe-Sprague.
4. Financial Affairs Folder—records showing all billing and payments, notes and correspondence dealing with a student's finance: Office of Student Financial Affairs, 1 Schweppe-Sprague.
5. Financial Aid Folder—all information concerning financial aid for the student: Office of Financial Aid, 1 Schweppe-Sprague.
6. Placement Recommendations—Contains letters of recommendation filed by faculty members at the request of the student, undergraduate nursing: Office of Secretarial Services, 301 Schweppe-Sprague.

Students may request a copy of any portion of their records from the holder of that file. The request must be in writing, signed, must specifically identify the record desired and include the student's

major, year and social security number. There is no charge for copies of the student transcript. Other reproductions cost 50¢ per page. The University honors requests as long as there is no outstanding obligation with the Medical Center. Students within commuting distance may be asked to review the desired data in person.

Students may request that the University amend information in their records that they feel is inaccurate, misleading or which violates their privacy. If the University refuses to amend the records as the student wishes, he/she may request a hearing in order to challenge that decision. A hearing will be granted.

Those administrators who maintain the records adhere to a policy of limited access for administrators and faculty having a need for information in order for their offices to function, to determine academic progress or to designate award recipients. Any disclosure of a student's record to others not listed in these policies must have the prior written consent of the student. Requests for information and letters of consent of the student are kept with the records. A student may waive any of his/her rights under the Act and its regulations.

A student may file with The Family Educational Rights and Privacy Act Office a written complaint regarding alleged violations of the General Education Provisions Act and its regulations.

Copies of the Act and these written policies and procedures may be obtained from the Office of the Registrar, 101 Schweppe-Sprague.

Directory Information

Certain information classified by Rush University as directory information may be disclosed to the public. These are items of directory information: student's full name, local address and phone number, date and place of birth, home town, major field of study, year in school or class, participation in officially recognized activities, dates of attendance, degrees and awards received, previous educational institutions attended by the student and previous majors, and degrees and years earned.

Each Fall Quarter the Rush Student Address Book is published for student, faculty and staff use. It contains the student's name, local address and phone number, major, and class.

At the time of commencement exercises this information is released in public announcements: Student's full name, degree and major, previous institution and degree(s) and year(s) earned and home town.

Students may restrict the release of any item of information which is considered as directory information on a form provided in the Office of the Registrar, 1 Schweppe-Sprague on or before October 15 of each year or the end of the second week of the quarter following matriculation.

Human Investigation

Any project or study involving human subjects must have approval of the Medical Center Committee on Human Investigation. Studies in the community as well as within the Medical Center must have this approval. The Office of Research Affairs handles all requests and has established the protocol for proper investigative procedures.



Financial Affairs

Expenses

Expenses listed in this section apply to third and fourth year students in the undergraduate program and all students in graduate programs. Expenses for the first years of undergraduate study will depend on tuition, fees, room, board, and other expenses at the affiliated college attended.

All expenses listed in this section are current estimates of cost levels as of the beginning of Fall term, 1977. The actual charge of tuition and fees is subject to change without notice, and other budgetary costs used in the determination of financial aid eligibility may also vary somewhat. Institutions utilizing Federal Aid funds, including Rush, derive living expense levels based upon Bureau of Labor Statistics at the moderate level. Students on Financial Aid must conform their living expenses to these allowable budgets.

Average expense for undergraduate student

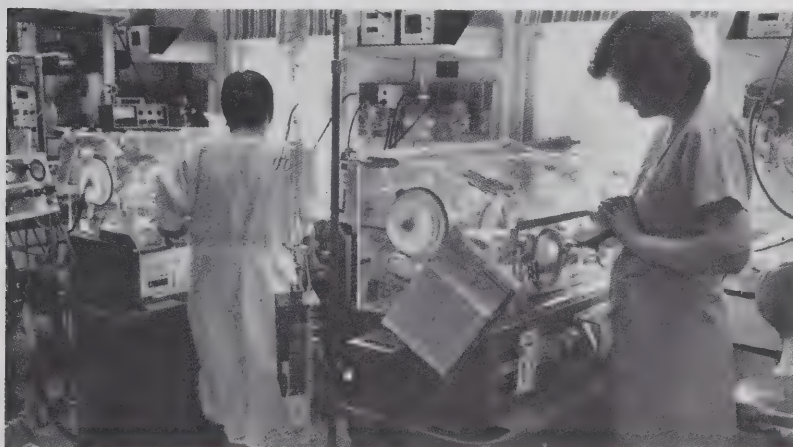
A full-time single undergraduate student in the College of Nursing may expect to incur the following typical expenses:

	per quarter	per academic year of three quarters
Tuition	\$1,000.00	\$3,000.00
Activity Fee		
(fall quarter only)	10.00	10.00
Insurance	40.00	120.00
Books and Supplies	100.00	300.00
Housing and Food (estimated dormitory expense)*	500.00	1,500.00
Transportation	100.00	300.00
Personal	150.00	450.00
Total	\$1,900.00	\$5,680.00

Living expenses, \$250.00 per month (includes Housing, Food, Transportation, and Personal).

Students who are married or who have dependent children will, of course, incur greater living expenses.

*Students not living in dormitories will be likely to have higher costs.



Average expense for graduate student

A full-time single graduate student in the College of Nursing may expect to incur the following typical expenses:

	per quarter	Per academic year** of four quarters
Tuition	\$1,200.00	\$4,800.00
Activity Fee (fall quarter only)	10.00	10.00
Insurance	40.00	160.00
Books and Supplies*	100.00	400.00
Housing and Utilities	658.00	2,612.00
Food	225.00	900.00
Transportation	110.00	440.00
Personal	150.00	600.00
Total	\$2,493.00	\$9,922.00

Living expenses \$381.00 per month. (includes Housing, Food, Transportation and Personal)

Students who are married or who have dependent children will, of course, incur greater living expenses.

*Students will have an additional one-time cost to purchase the equipment and bag used for their Physical Assessment course and subsequent clinical practice. The average cost has been \$250.

**NOTE: all graduate programs are *four or more* quarters in length and thus annual expenses are for academic years of four quarters.

Description of expense categories

Undergraduate tuition: Full-time students taking from 12 to 17 credits are assessed \$1,000.00 per quarter. Part-time students taking from 1 to 11 credits are assessed \$85.00 per credit. ANCHOR coverage is included in tuition for both full and part-time students.

Graduate tuition: Full-time students taking from 12-16 credits are assessed \$1,200.00 per quarter. Part-time students taking from 1 to 11 credits are assessed \$100.00 per credit. ANCHOR coverage is included in tuition for both full and part-time students.

Activity Fee: An activity fee of \$10.00 for full time students and \$5.00 for part-time students will be assessed fall quarter.

Room and Meals: Since students at Rush University may live in a variety of settings, expenses will vary. Expenses for those living in the residence halls at Illinois Institute of Technology are \$1,510.00 for a double room. Meals (seven-day plan) are included.

Books: Books and supplies such as uniforms average approximately \$100.00 per quarter.

Insurance: All students must have hospitalization coverage. (See Health Services and Counseling Section.)

Personal Expenses: Personal expenses typically include clothing, entertainment, laundry, toiletries, etc.

Transportation: Students should budget about one dollar per day for public transportation. Parking in the Medical Center garage is \$1.50 per day, or \$40.00 per quarter with a key-card. Students coming to the campus from out of state should also budget for at least two round trips per year.

Enrollment Deposit: A \$50.00 enrollment deposit is required of all students (including affiliated students) accepted for entrance in fall, prior to matriculation. This assures a place in the entering class. This deposit is non-refundable and applies toward payment of the first quarter tuition.

Application Fee: A non-refundable application fee of \$25.00 must accompany the application.

Readmission Fee: Students who have withdrawn or been dismissed from a program and reapply must pay the \$25.00 readmission fee.

Payment of Tuition and Fees

Tuition and fees are to be paid, or satisfactory arrangements for payment made with the Office of Student Financial Affairs, before registration is complete. Students may not attend classes until after registration is complete. Any exception to this policy must be approved in writing by the Office of the President.

No transcripts or degrees will be issued for a student who has not made satisfactory arrangements for payment of any financial obligations to Rush-Presbyterian-St. Lukes Medical Center. Students have the responsibility to complete one or a combination of the following courses of action by *Friday of the first week of classes* to avoid dismissal from the University for nonpayment of tuition and fees:

1. *Pay total tuition and fees for the quarter.*
2. *Complete a Deferred Payment Plan Contract.* This plan requires that one-third tuition, all fees, and a \$15.00 service charge be paid by Friday of the first week of classes. Additional payments of one-third tuition are due on the fourth and eighth Monday of the quarter. Forms are available in the office of Student Financial Affairs.
3. *Complete a Financial Aid Late-Payment Form.* This form, initiated by the student and completed by the Financial Aid Office, is to be filed when the student is receiving external aid and when that aid has not arrived at the University by the beginning of the term. This would occur, for example, when a Guaranteed Loan is needed to pay tuition and the proceeds from the bank have not been received by the beginning of the quarter. For that portion of tuition and fees not covered by this external aid, the student must complete step one or two above for the remaining amount. Forms are available in the Office of Student Financial Aid.

Those students who have not made satisfactory arrangements will



be informed on Monday of the second week of classes, or as soon as possible thereafter, that they are in the process of being dismissed from the University. However, the notification will also inform students that they can reverse this procedure with no penalty upon making satisfactory arrangements as specified above, by Friday of the second week of classes. Those students who do not make satisfactory arrangements will be dismissed from the University and their names will be removed from final class rosters. Students will not be admitted to clinical, laboratory, or didactic class sessions.

Students who do not comply with this last opportunity for making satisfactory arrangements will be assessed 20 percent of tuition, which is the amount charged to those who withdraw for any reason during the second week of classes.

Students who choose the Deferred Payment Plan Contract and who fail to make a payment on the specified due dates have until Friday of the week in which payment is due to make the payment. On Monday of the following week, they will be notified that they have been dismissed and have until Friday to make the payment and be reinstated with no penalty. Failure to make payment results in dismissal from the University, forfeiture of credit for the quarter, and forfeiture of any previous payments made.

Students who wish to reenroll the following quarter or year should contact the Registrar of Rush University.

Any student dismissed under this policy will:

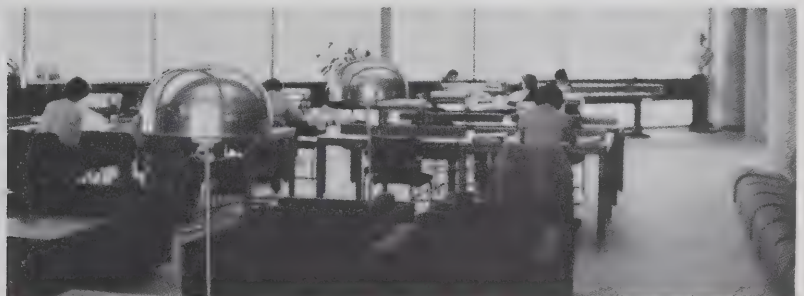
1. Be covered by Anchor/Blue Cross for the remainder of the quarter if the appropriate fees are paid.
2. Be dismissed from on-campus student housing.
3. Lose locker and mail privileges.

Refunds

Official withdrawal from a course, or from the College, entitles a student to a refund of tuition according to the schedule listed below. No other fees are refundable.

A student may receive a 100 per cent refund, if withdrawal is during the first calendar week in which classes begin. Otherwise, refunds will be made as follows:

- Second week - 80 per cent refund
- Third week - 60 per cent refund
- Fourth week - 40 per cent refund
- Fifth week - 20 per cent refund
- After fifth week - no refund





Financial Aid

Undergraduate Students

Rush University does not discriminate in the administration of its financial aid program on the basis of sex, race, color, religion, creed, age, or country of national origin, and is committed to a program of equal opportunity.

Purpose.

The purpose of the financial aid program for undergraduate students of Rush University is to provide financial assistance to the extent possible to all admitted students in need of such assistance so that Rush University can be a viable choice of schools for *all* who desire to attend, regardless of financial circumstances. To the extent that they are able, parents and students are expected to provide a degree of support for the student, the expected support being measured under a standard set of criteria by either the College Scholarship Service or the Educational Testing Service. It is the responsibility of the Office of Student Financial Aid at Rush University to provide and coordinate various programs of financial assistance for the student to make up the difference between what it costs the individual student to attend Rush University and what the family and student are reasonably able to contribute toward the student's educational expenses.

"Packaged" Financial Aid.

In order to fulfill the purpose of the financial aid program, the Office of Student Financial Aid will need to draw upon various sources of financial aid and bring them together in "packaged" form for the individual student. In varying quantities, a financial aid package may include scholarships/grants, loans, and occasionally, employment.

Application Procedure.

For a student to be considered for financial aid from Rush University and to insure that one's potential for aid from outside sources is maximized, the student should diligently file the following documents:

1. Rush University application for financial aid, submitted to the Rush University Office of Student Financial aid.
2. Financial Aid Form (FAF), or Graduate and Professional School Financial Aid Service statement (GAPSFAS). The Rush University code number to be used on either of these forms is 3262 for College of Nursing Students.
3. Illinois State Scholarship Commission (ISSC) Monetary Award application. The code number for the College of Nursing is 335.
4. Basic Educational Opportunity Grant (BEOG) application.
5. Applications for aid from any outside foundations or agencies for which the student might be eligible. The student should research these possibilities independently as well as in conjunction with the financial aid office. (See Financial Aid Handbook for College of Nursing)
6. Illinois Guaranteed Loan program application. (Optional, but takes on increasing significance when federal programs are being funded at low levels.)

Note: No value judgment is made by the Office of Student Financial Aid about student dependency. Rather, the strict federal

definition of student independence must be adhered to by all schools participating in Federal financial aid programs. For a student to be considered emancipated and therefore self-supporting, the following three criteria must *all* be satisfied:

1. The student cannot have been claimed as a tax dependent by *anyone* other than self or spouse during the calendar year *previous* to the calendar year itself in which aid is being requested.
2. The student cannot have lived at home of parents or other guardians for more than two consecutive weeks during the period of time in (1) above.
3. The student cannot have received \$600.00 or more from parents or other guardians during the time period outlined in (1) above.

If all three of the above criteria are met, the parents need not supply financial information on the GAPS FAS form. However, in order that the student's responses to the above inquiry be properly attested to, the *parents must complete an affidavit of non-support and have the affidavit notarized*. Such a document is required by federal regulation and is available in the Office of Student Financial Aid.

Renewability of Financial Aid

The student must resubmit *all* financial aid application forms each and every year in which financial aid is being requested. Renewability, in addition to being subject to the availability of funds, will be generally contingent upon the student's being in good academic standing and having continued financial need.

Application Deadline

For the student to receive consideration for aid from Rush University, the above documents should be on file in the financial aid office by May 1st preceding the student's September enrollment. As a result, the student and family should plan to submit the Basic Grant application, Illinois Monetary Award application, and FAF or GAPS FAS by early March, in order for results to arrive by May 1st. The remainder should be on file by May 1st. Late applications will be considered for assistance but generally only if funds remain after distribution to on-time applicants. Late applications not the fault of the student will be considered as if received on time. Students admitted after May 1st will be given a reasonable time to complete the application process.

Counseling Services

The Office of Student Financial Aid is available on a daily basis to consult with students and parents on all matters regarding the financing of a Rush University education. Students and parents are welcomed and encouraged to make use of these services.

Graduate Students

Purpose

The purpose of the financial aid program for graduate students at Rush University is to attempt to provide sufficient assistance to students to allow them to attend at the graduate level. Such assistance

will generally be based upon the financial need of the student. Financial aid dollars available for graduate students are highly dependent upon outside sources of funding, the relative availability varying among departments and from year to year.

Application Procedure

1. Submit a Rush University application for financial aid to the Rush University Office of Student Financial Aid.
2. Submit a Graduate and Professional School Financial Aid Service statement (GAPSFAS). The Rush University code number to be used is 3262 for students in the College of Nursing.
3. At the option of the student submit an application for an Illinois Guaranteed Loan. This program takes on increasing significance when federal and other outside programs are being funded at low levels.

Application Deadline

For the student to receive the most favorable consideration for aid from Rush University, the applications should be on file by May 1st preceding the student's enrollment. Late applications will be considered on a rolling basis if funds remain after the distribution to on-time applicants. Students admitted after May 1st will be given a reasonable time to complete the application process.

Renewability of Financial Aid

A student's financial aid will generally be renewed each quarter if funds permit, and if the student remains in good academic standing and continues to have financial need.

Counseling Services

The Office of Student Financial Aid is available on a daily basis to assist students with financial planning and resource availability. Students are welcomed and encouraged to make use of these services.

Scholarships/Grants

Students should take care to note whether programs are available for undergraduate or graduate students. Where no specific designation is made, the programs are available to either graduate or undergraduate students.

Alumni Association Student Scholarship

The Rush-Presbyterian-St. Luke's Nurses Alumni Association annually awards a scholarship to a selected student in the College of Nursing. No separate application is required.

American Lung Association Nursing Fellowship Program

The American Lung Association awards fellowships on a competitive basis to graduate students of respiratory (medical) nursing. The application deadline is March 15th. Students should correspond directly with: American Lung Association, Director of Medical Affairs, 1740 Broadway, New York, New York 10019.

Basic Educational Opportunity Grant Program (BEOG)

A federal grant (gift aid) program based solely upon the student's financial need, designed to provide the first portion of an undergraduate student's aid package for those students with the greatest need. Awards currently range up to a maximum of \$1,400.00 per year. Students apply directly to the federally-designated processing agency and receive back a Student Eligibility Report (SER). The student must then forward this SER to the financial aid office where the amount of the student's award will be computed.

If the student is not eligible for an award, one copy of the SER should nonetheless be forwarded to the financial aid office as evidence of the student's having applied for the program. Students who possess a baccalaureate degree are ineligible for the Basic Grant. Applications may be obtained from the financial aid office.

Chicago Lung Association Scholarship

Scholarships are awarded on a competitive basis to graduate students in medical nursing by the Chicago Lung Association. Students should correspond directly with: Professional Educational Consultant, Department of Medical and Professional Resources, Chicago Lung Association, 1440 West Washington Blvd., Chicago, Ill., 60607.

Faculty Wives Scholarship

A Scholarship fund for Rush University students has been established by a generous contribution from the wives of the faculty. These scholarships will be awarded on the basis of academic potential and financial need. No separate application is required.



Florence D. Hagenah Fund

This fund was established in memory of Florence D. Hagenah by a gift from her husband, William J. Hagenah. A prominent lawyer, Mr. Hagenah was a Trustee of Rush Medical College for thirty years before becoming a Life Trustee of Rush-Presbyterian-St. Luke's Medical Center in 1969. This fund will be used as a nursing scholarship endowment, and will provide an annual award to a deserving and worthy nursing student in the College of Nursing. The selection of the student will be based on character, scholastic attainment and promise of future achievement in a professional nursing career. No separate application is required.

Illinois Division of the American Cancer Society Scholarship Program

A small number of awards are made by the Illinois Division each year to graduate Oncology nursing students. Students in the graduate Oncology nursing program are expected to submit this application, and to do so directly to the Illinois Division of the Cancer Society.

Illinois State Scholarship Commission (ISSC) Monetary Award Program

A state grant program designed to help meet the financial needs of Illinois students attending Illinois schools. Awards currently range up to a maximum of \$1,550 per year and are based upon financial need. Students apply directly to the Scholarship Commission and receive a notification of status informing them of the level of their award. Students who have completed more than 225 quarter hours of study, or who have attained a baccalaureate degree are ineligible for the State Scholarship Program. Applications can be obtained from the financial aid office or from:

The Illinois State Scholarship Commission
102 Wilmot Road
Deerfield, Illinois 60015

Johnson Products Foundation Scholarship

Scholarships are provided by the George E. Johnson Foundation to needy and deserving minority students. Students secure applications from and make application directly to the Johnson Products Foundation, 8522 S. Lafayette, Chicago, Illinois, 60620.

Nursing Scholarship Program (Federal)

A federal gift-aid program distributed to nursing students on the basis of financial need. Funding at the federal level has kept this program rather small. Priority in the awarding of funds will be given to those with the highest levels of need. No separate application is required.

Rush University Scholarships

A limited number of scholarships generally become available each year through contributions from private donors. These are awarded on the basis of financial need. No separate application is required.

Emily Birnie Smith Scholarship

In memory of Miss Cornelia Conger, scholarships are provided annually for needy and deserving nursing students from an endowed fund provided by Emily Birnie Smith. No separate application is required.

Nurse Traineeships for Graduate Students

Varying from year to year and resulting from applications submitted by the College, Federal Nurse Traineeships may be awarded to the University, which include stipend support for students who qualify and are enrolled in the graduate programs of the College. Needy students will be given priority consideration for available dollars. (A traineeship award was received for 1976-77; renewal may occur for 1977-78.) No separate application is required.

Supplemental Educational Opportunity Grant (SEOG) Program

A federal gift aid program distributed to undergraduate students on the basis of financial need. Again, funding at the federal level has kept this program small. Awarding priority will be given to those with the greatest financial need. No separate application is required.

Woman's Board Scholarship

Scholarships are provided to needy students in the College of Nursing by virtue of the generosity of the Woman's Board of the Rush-Presbyterian-St. Luke's Medical Center. Contributions have been received annually from the Woman's Board. No separate application is required.

Loans**Illinois Guaranteed Loan Program**

A loan program in which students make application directly to participating lending institutions (banks, savings and loan associations, credit unions, etc.), the State of Illinois acting as guarantee agent for the funds. Eligibility for the principal of the loan is generally determined by the lending institution, and loan proceeds are disbursed by the lending institution through the financial aid office. Often, interest on the loan is paid for the student by the government while the student is in school, the financial aid office determining the student's eligibility for the interest benefits. Applications are available at the lending institutions; a small supply is also allotted to the financial aid office for distribution.

Nursing Loan Program

A federal loan program with principal and interest repayment deferred while the nursing student is in school. Cancellation (no necessity of repayment) of part of the loan is provided upon the student's becoming employed and maintaining employment as a Registered Nurse in a nonprofit hospital. These loans are awarded by the financial aid office on the basis of financial need. No separate application is required.



The Edith D. Payne Memorial Nursing Student Emergency Loan Fund

Created in memory of the former Director of Presbyterian-St. Luke's Hospital School of Nursing, for emergency, short-term loans to students of the Rush University College of Nursing. Upon recommendation of the Counselor or Office of Student Affairs, the monies will be disbursed according to need with repayment to occur within a period of three months.

Employment

College Work-Study Program

A federal student employment program wherein students work part-time to help meet the cost of attendance. Employment awards under this program are based upon financial need, and are awarded by the Office of Student Financial Aid.

Nurse Fellowship Program

Institutional programs involving a combination of employment and study are available on a limited basis through the nursing office within the employee's hospital department. The program is limited to graduate study and to those who have been employed at RPSLMC for at least one year in the Division of Nursing. Students may enroll full-time or part-time. Part-time employment is required, but compensation for working part-time while on this program is at the rate of 75 per cent of the employee's full-time equivalent pay rate.

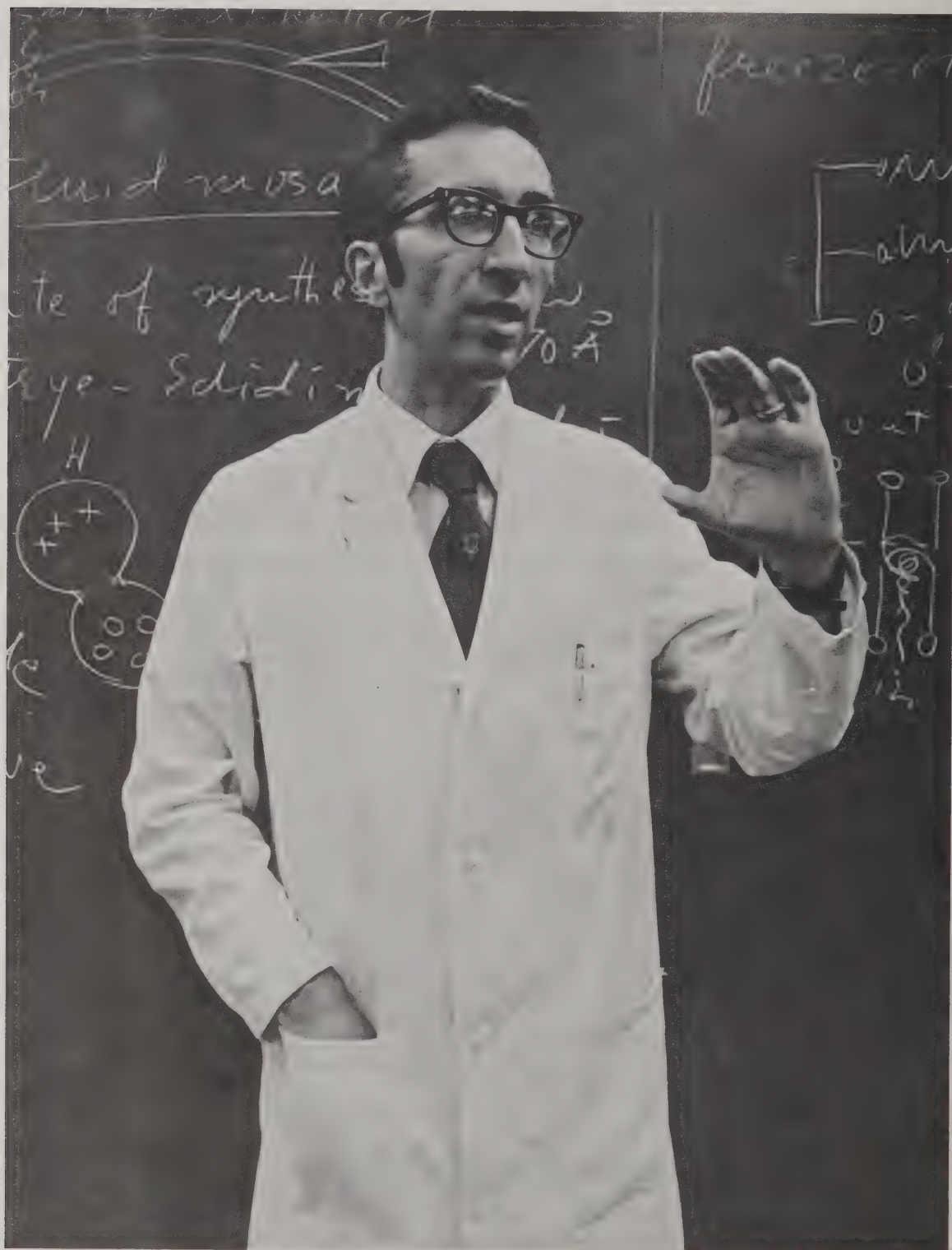
Institutional Employment

Some opportunities exist for the student to work part-time within the institution. The student should be mindful, however, that the academic workload may restrict and occasionally preclude one from working during the academic term.



"Rush feels the need to assure the intellectual ferment that can only be obtained by research."

James A. Campbell, M.D., President



Course Descriptions

Courses listed and described in this section are Rush University courses expected to be offered to the students of the College of Nursing for the 1977-78 academic year, and do not represent a complete catalog of Rush University courses.

Course Abbreviations

All Rush University courses are listed alphabetically according to the *discipline* to which the course content is most closely related. These disciplines do not necessarily reflect a *department* in the University or in the Medical Center.

The following list of disciplines and their abbreviations represents course offerings of Rush University. Disciplines representing courses listed in this catalog are indicated by an asterisk(*).

I. Behavioral Sciences	BEHAV*
Psychology	PSYCO*
Sociology	SOCIO*
II. Biological Sciences	BIOSC*
Anatomy	ANAT*
Biochemistry	BIOCH
Bioengineering	BIOEN
Genetics	GENET
Immunology	IMMUM
Microbiology	MICRO
Pharmacology	PHARM*
Physiology	PHYSO*
III. Clinical Sciences	CLSCI
A. Allied Health Specialties	ALHSP
Audiology	AUDIO
Dentistry	DENT
Library Sciences	LIBSC
Medical Technology	MEDTK
Nutrition	NUTRI*
Occupational Therapy	OCCRX
Physical Therapy	PHYRX
Radiation Technology	RADTK
B. Medical Specialties	MEDSP
Clinical Tutorial	CLTUT
Dermatology	DERM
Family Medicine	FAMED
Gerontology	GERON*
Internal Medicine	MED*
Neurology	NEURO
Obstetrics-Gynecology	OBGYN
Pathology	PATHO
Pathophysiology	PPHYS*
Pediatrics	PEDS
Preventive Medicine	PRMED*
Psychiatry	PSYCH
Radiological Science	RADIO
Surgery	SURGY
C. Nursing Specialties	NURSG*
Community Nursing	NUCOM*

Geriatric Nursing	NUGER*
Medical Nursing	NUMED
Medical/Surgical Nursing	NUM/S*
Obstetrical-Gynecological Nursing	NUOBG
Oncology Nursing	NUONC*
Pediatric Nursing	NUPED
Psychiatric Nursing	NUPSY*
Surgical Nursing	NUSGR
D. Health Care Systems	HCSYS*
Health and Society	HLSOC*
Health Care Administration	HCADM*
Health Care Education	HLCED*
IV. Physical Sciences	PHSCI
Chemistry	CHEM
Medical Physics	MEDPH
Mathematics	MATH
Statistics	STATS*

Course Numbers

A three-digit course number follows the course abbreviation. Courses numbered 300-399 are third year level courses; courses numbered 400-449 are fourth year level courses; courses numbered 450-499 are dual level and may be taken for undergraduate or graduate credit; courses numbered 500-599 are graduate level; 600 represents a post-master's residency, 601-699 are postmasters level.

Course Content

The course title is followed by a brief description of course content. At the end of each course description are three hyphenated numbers, e.g., (2-3-3). The first number refers to hours per week in the classroom or seminar; the second, the number of hours per week in laboratory or clinical setting; the third, to numbers of quarter hours of credit.

Independent Study Courses

Students may enroll in an independent study course in any discipline of the University under the direction of the appropriate faculty member with his or her written permission, and the approval of the Office of the Dean.

The course numbers 441 and 591 will be used for *Independent Clinical Study*, with the appropriate discipline prefix.

The course number 449 will be used for academic *Independent Study* for undergraduates and 599 for *Independent Readings* for graduate students, with the appropriate discipline prefix.

Introduction of New Courses

Upon approval of the faculty, new courses not listed in the catalog may be listed as *Special Topics* under the appropriate discipline prefix and the numbers 300, 400 or 500 to indicate the level of offering. The topic covered will be listed on the student's academic record.

Courses

Anatomy

ANAT 462

Introduction to Neurobiology. The development, morphology and functional significance of the human nervous system is presented in lecture and by demonstrations. Fixed human brain preparations and series of neurological slides are used as visual aid materials. Prerequisite: Courses in Human Biology or Anatomy and Physiology or Comparative Anatomy. Consent of Instructor. (3-0-3)

ANAT 463

Neurological Aspects of Patient Care. The physiological factors underlying pain, consciousness and sleep are discussed, as well as the signs and symptoms of common neurological disorders. The material is presented by means of lectures, demonstrations and visual aids. Prerequisite: Anatomy 462. (1-0-1)

Behavioral Science

BEHAV 301

Advanced Behavioral Science I. Personality, socio-cultural, and development variables are examined and their contribution to health-illness behavior discussed. Topics are communication, growth and development, theories of learning, health-illness behavior, and stress and problem-solving methods. (4-0-4)

BEHAV 371

Issues in Human Sexuality for Health Care Professionals. An exploration of the concept of human sexuality in health and illness. Opportunities for developing personal awareness of sexuality will be provided through group discussion and exploration of current literature and research. Time will be spent exploring own feelings about sexuality as well as various sexual life-styles. Biological, sociological, psychological influences will be analyzed. The role of the health professional as it relates to the patient or client as a sexual being will be examined and applied to the effects of disease processes on sexuality. (2-0-2)

BEHAV 373

Assertiveness Training. Through assertiveness training students will develop the ability to express their ideas, feelings, and needs honestly and directly. By comparing non-assertive, assertive, and aggressive behaviors and their consequences, they will develop an understanding of the elements of assertion. Students will have intensive practice in both assertive and active listening skills. (2-0-2)

BEHAV 401

Advanced Behavioral Science II. Exploration of individual and social behavior. Major topics are communication theory, stress and crisis intervention, psychopathology, social problems of relevance to health care, and cultural influences on behavior. The integration of multiple perspectives on these topics and the ability to analyze behavioral problems using both individual and structural level concepts are emphasized. Prerequisite: BEHAV 301. (4-0-4)

- BEHAV 424** *Leadership and Communication in Small Groups.* Group process, stages of group development, leadership styles, characteristics of group, roles of members, and interventions to influence group movement. A variety of theorists as well as research on group activity will be explored. Actual group experiences and observation of an outside group will be related to theories. Prerequisite: HCSYS 401, BEHAV 401. (3-0-3)
- BEHAV 454** *Human Communications: Theory and Practice.* A survey of some major contemporary theories of human communication: cultural, social-psychological, mathematic-cybernetic, and applications to interpersonal and group modes of interaction. Special emphasis on influence, persuasion, adaptation and change as interpersonal tasks in the health sciences. (4-0-4)
- BEHAV 461** *Death and Dying Seminar I.* An examination of the fears and feelings elicited by the clinical experience of contact with the dying patient, the fears and feelings of the critically ill patient and how to deal realistically with these fears in a clinical setting. Includes supervised patient contact. Permission of instructor. Graded P or N. (2-0-2)
- BEHAV 462** *Death and Dying Seminar II.* Continuation of BEHAV 461. Individual conferences with advanced students on problems raised in their clinical experiences. Graded P or N. (1-3-2)
- BEHAV 501** *Behavioral Dynamics.* Psychosocial functioning of individuals and families in health and illness provides a theoretical basis for nursing care. Topics include individual development, family and group dynamics, and psychological and psychobiological aspects of stress and adaptation. Emphasis is on application of psychological and sociological theories to behavioral data gathered by the student. (4-0-4)
- BEHAV 555** *Dynamics of Small Groups.* A theoretical and experiential approach to the study of small groups focusing on major concepts such as group development and leadership. Didactic presentations and videotaped group experiences which will be replayed and discussed. (2 or 3 cr.)

Biological Sciences

- BIOSC 301** *Advanced Biological Sciences I.* The course is structured around normal and abnormal functioning of the human body. Physiological processes are integrated with the pathophysiological processes and covered as a unit. (4-0-4)
- BIOSC 302** *Advanced Biological Sciences II.* Continuation of BIOSC 301. (4-0-4)

Gerontology

- GERON 452** *The Aging Process: An Inquiry.* A survey of the aging and their ecological relationships. The emphasis is on the normal aging process. Opportunity is offered to develop insight into the problems of the aged through a variety of problem-solving approaches. (2-0-2)

GERON 462

Observable Stress in the Elderly. Using both the physiological and psychosocial dimensions of stress as a conceptual framework, sensory deprivation and/or overload will be examined as one of the stresses to which the institutionalized elderly are frequently subjected. Reality orientation and attitude therapy will be investigated as two recognized means of assisting the institutionalized elderly to cope with an excess or lack of sensory stimulation resulting in confusion. (2-0-2)

GERON 463

Rehabilitation of the Aged and Chronically Ill. The Health care needs of the aged and the chronically ill following changes in their health status. Concepts and skills of physical, emotional and social rehabilitation will be incorporated into the framework of individual, family, health institutions, and community. The aim is to prepare the student to assist the client and significant others in forming realistic goals for adaptation to a changed health status and life-style. Students desiring additional training in rehabilitation skills or those wishing to include clinical practice may contract with the instructor for an additional one or two credits. (2-4 credits)

GERON 504

The Holistic Dimensions of the Later Ages. A seminar based on the premise that physiological function is manifested in behavior, and that behavior influences the quality of physiological function. Therefore, the course will identify concepts in the biological, behavioral, and social sciences which together create a holistic view of the aging process. Nursing intervention arising from the integrated approach to the individual and his interaction with his environments will be emphasized in the context of the aging person. (4-0-4)

Health Care Administration**HCADM 301**

Health Care Management. Organizational design and managerial processes of planning, organizing, directing and controlling, as well as the dynamics of managerial jobs, are studied. Emphasis is on management strategies and techniques in the area of health care delivery. (3-0-3)

HCADM 312

Supervisory Management. The supervisor as manager functioning in an environment of legal and social change. Basic managerial concepts are covered as they apply to a health care setting. Fair Employment Practices, health and safety, unions, training and other managerial topics are discussed. (2-0-2)

HCADM 452

Contemporary Analysis of the Health Science Professions. A seminar, study-group approach to selected contemporary issues in the health professions. (The selection of issues will change from time to time as high-intensity trends develop or as student needs develop.) The issues selected will range across elements of the social, ethical, legal-legislative, economic, and historical roots of the health professions. Senior or graduate standing. (2-0-2)



HCADM 504

Management Issues in Nursing. The theoretical and practical aspects of several current issues in nursing management are explored. Students are expected to critically examine several possible approaches to each issue. Issues include internal organization, power structure, external forces, cost management and quality assurance. (3-0-3)

HCADM 511

Medical Jurisprudence. An introduction to the field of medical jurisprudence. The purpose is to expose the student to a wide variety of topics with particular emphasis on the interrelation of medicine and legal issues. Interdisciplinary in focus, material covered in class and assigned readings will be drawn from the fields of law, political science, sociology, and psychology. (4-0-4)

HCADM 524

Health Care Environment: An Organizational Perspective. Introduction to various theories of organization behavior and their relevance to management of clinical and patient care processes. Special emphasis is on problems related to implementing change in the health environment at both the corporate and unit levels in the organization. Focus includes use of control systems to monitor the progress or stagnation of an institution. Limited enrollment. (4-0-4)

Health Care Systems

HCSYS 302

Dynamics of Health Care. An overview of the various contributions representative members of the health team make to the delivery of health care. Component topics include professionalism, ethics, licensure, organizational structure of hospitals and other medical facilities, Medicare/Medicaid and medical-legal considerations. (2-0-2)

HCSYS 401

Systems Perspectives of Health Care. Focus on social systems from micro to macro levels and their influences on and interactions with biological systems, problems, and conditions. A systems approach is used to study selected illnesses and social problems. Prerequisites: BEHAV 301, BIOSC 401. (4-0-4)

HCSYS 521

Systems of Health Care. Seminar course in the study of the health care delivery system in the U.S. Particular emphasis on identifying historical forces which have shaped the current system for health care; the organization of the hospital and the medical center; current manpower roles in health care; and the current issues that face the health system today. Discussion will also focus on external forces and controls that substantially affect the health care system. Students will be expected to write a research paper and present it orally to the class. (2-0-2)

HCSYS 531

Information Processing in Sensory Systems. An historical overview of sensory physiology, the action potential, and how cells communicate with each other. The sensory modalities of vision, audition, olfaction, taste, touch and temperature will be examined both anatomically and functionally. Emphasis will be on vision and audition through a detailed examination of both temporal and spatial factors in these sensations. The visual process will be examined from a mythological, social and cultural point of view. Discussion of current psychophysical literature. (4-0-4)

HCSYS 533

An Introduction to Bioinstrumentation. An historical development of medical technology from pusiluguim to stethoscope and from x-ray physics to modern computers. Measurement techniques will be explored and their accuracy examined as they relate to health care. The current state of transducer technology, cardiac catheterization techniques and supportive technical apparatus, and recent developments in non-invasive techniques will be examined. Some technical demonstrations will be provided. (4-0-4)

HCSYS 541

Seminar on Health Care Issues. Specific topics are discussed in great detail. Focus will be on issues and concerns in health on Chicago's West Side and in the entire metropolitan area, and the relationships of Rush with them. Students may be asked to do field work assignments involving specific problems or concerns that are taking place at Rush-Presbyterian-St. Luke's Medical Center. (2-0-2)

HCSYS 599

Independent Study. Utilized primarily in conjunction with specific projects or topics in HCSYS 541 for two credits. Occasionally available as special elective. (Variable credit.)

Health Care Education**HLCED 382**

Introduction to Research. Research methodology fundamentals. Includes evaluation of published research and ethics and protocols of human investigation. Prerequisite: Course in Statistics. (2-0-2)

HLCED 451

Perspectives in Clinical Teaching. Seminar in teaching strategies, including theoretical basis, mode of presentation, and application in clinical settings. Exploration of contemporary educational issues and models and their implications for the practitioner/teacher. Emphasis is on creation of innovative and flexible teaching styles in various clinical areas. (4-0-4)

HLCED 454

Development of Instructional Media. The media as arts of communication. A survey of communication theory and its relationship to the communication process. Utilizing various instructional media, students design a program of instruction relating to some aspect of the health professions. (2-0-2)

HLCED 461

Educational Diagnosis. The purpose is to sensitize future practitioners to three major psychological characteristics which are important to learning and instruction, and which vary from person to person. Topics include: Degrees of Freedom in Learning; Language Code in Learning; Modes for Representing Concepts; Diagnostic Procedures; Applications. (4-0-4)

HLCED 583

Clinical Investigation I. A seminar course based on the philosophy of science. The central aim of the course is to provide a basis for the utilization of the methods of science in professional practice. Content includes introductory statistics, research methodology, and ethical and legal considerations in clinical research. Prerequisite: Introductory Statistics. (2-0-2)

HLCED 584

Clinical Investigation II. A continuation of HLCED 583 Clinical Investigation I. (2-0-2)

Health and Society**HLSOC 421, 422**

Health Care in Other Cultures I, II. An anthropological perspective on health behavior and healing practices in non-Western cultures, with examples from traditional hunting or agrarian societies as well as larger industrializing countries. Focus is on beliefs about health and illness, especially mental illness; similarities across cultures in healing practices; and alternative solutions to problems in health care. The cross-cultural view is intended also to provide comparisons and contrasts with health beliefs and practices in the U.S.A. 421 focuses on the healer role, offered first half of quarter. (2 credits) 422 focuses on the health beliefs and practices, offered second half of quarter. Prerequisite: HLSOC 421. (2 credits)

HLSOC 454

Health in the Developing Nations. A recognition that all nations are in a stage of development. Special emphasis will be placed on the problems and resources which affect health care in the less developed nations. (2-0-2)

HLSOC 461

Culture, Race, Poverty, and Health Care. Through selected, identified readings on race, values, stereotypes, frames of reference, poverty, and health care delivery using *Learning Through Discussion* as a model for discussion, the student will have the opportunity to develop critical thinking in the area of race, poverty, and health care, and apply it to nursing care. (3)

Internal Medicine**MED 404**

Clinical Rounds. An overview of nursing evaluation and management of the most common adult medical problems. Senior standing. (1-0-1)



Nursing—Community

NUCOM 501

Physical Assessment. Methods for obtaining and recording a complete data base of the patient's history and physical assessment. Includes history-taking, use of problem-oriented records, physical, emotional and developmental assessment and the use and interpretation of diagnostic instruments and procedures. (4-3-5)

NUCOM 502, 503

Adult Health Concepts I and II. Integration of the concepts of NUCOM 501, pathophysiology and management of health and specific chronic diseases and acute and emergency conditions in adults. Includes genetics, health maintenance appraisal and counseling, emotional components of illness, pathophysiology, assessment and management of disorders of specific acute and chronic illnesses, emergency medicine and disaster planning. Each course includes nine hours each week in appropriate clinical practice. Prerequisite: NUCOM 501. (4-6-6) and (4-9-7)

NUCOM 504

Ob/Gyn Health Concepts. Integration of concepts from NUCOM 501, 502, and 503. Physiology of the reproductive system, labor and delivery; pathophysiology of complications of prenatal, labor, delivery, and specific gynecological conditions; assessment and management of obstetrical and gynecological conditions. Includes counseling, teaching and management of family planning techniques. Prerequisite: NUCOM 501. (5-9-8)

NUCOM 505

Pediatric Health Concepts. The growth and development of children and the pathophysiology, assessment, and management of health and specific acute pediatric illnesses. Includes the study of common pediatric problems including allergies, immunizations, poisoning, skin disorders, and communicable diseases. Prerequisite: NUCOM 501. (4-9-7)

NUCOM 511

Community Nursing Seminar I. The first in a series of five seminars provides a forum for discussion of actual and potential problems facing the community nurse practitioner. Topics include: nurse-physician relationship, role development, a family framework of care, response to stress, a public health approach to health care. (2-0-2)

NUCOM 512, 513, 514, 515

Community Nursing Seminar II, III, IV, V. Participation in problem-solving discussions related to the change process, management concepts, concepts of authority and accountability and application of the nursing process. Application of teaching-learning theories with clients, families and communities will also be explored. Analysis of community nurse practice issues including role socialization, team relationships, political, economic and socio-cultural forces and the organization and delivery of health care. Prerequisite: NUCOM 511. 512: (1-0-1), 513-15: (2-0-2)

NUCOM 521

Community Health Services. Socio-economic determinants of health services. Analysis of the organization of preventive community health services on local, state and national levels. Includes examination of institutional, environmental and occupational services. (3-0-3)

- NUCOM 523** *Community Organization for Family Health.* Exploration of federal, state and local agencies and their programs which support family integrity. Both public and private agencies are examined. (2-0-2)
- NUCOM 531** *Practicum in Family-Centered Agency.* A practicum experience in a family-centered community health agency. A written project of the student's choice which is negotiated with the advisor and the agency will be required. (0-6-2)
- NUCOM 600** *Residency in Community Nursing.* A two-quarter residency following all required courses. During this time, the student must function in a setting which allows for the integration of clinical assessment, management, nursing, and community organization skills, and provides opportunities to increase proficiency and efficiency. The setting will be chosen, and negotiations regarding practice will be carried out by the student with assistance and approval from the faculty. The student may choose to spend time in one or more interest tracts within the setting. The setting will be asked to provide the student with a primary preceptor. Rush will maintain supervisory contact through communication with the student's preceptor, patient encounter forms, chart audits, and periodic evaluation reports from preceptors. It is anticipated that the students will receive some income from the agency or institution sponsoring the residency. Students are required to register each quarter of the residency and pay for health insurance coverage and student activity fee, if assessed. No academic credits.

Nursing—Geriatric

- NUGER 511** *Nursing Seminar and Practicum I.* Seminar and Practicum in Geriatric Nursing and sub-specialties such as oncology or cardiovascular diseases. Seminar focuses on nursing problems in geriatrics, with discussion of theories, clinical approaches and research findings. Practicum includes study and observation of the role of the clinical specialist, and experience with patients to prepare for practice as a clinical specialist in geriatric nursing. Students may select field experiences in different settings available in the Rush network, in primary, secondary, or tertiary care centers. Prerequisite: NURSG 501. (Experiences vary—7 credits)
- NUGER 512** *Nursing Seminar and Practicum II.* Continuation of content covered in NUGER 511. (Experiences vary—7 credits)
- NUGER 513** *Nursing Seminar and Practicum III.* Continuation of NUGER 512. Includes completion of a clinical research project. (Experiences vary—7 credits)

NUGER 589 *Geriatric/Gerontological Internship.* Designed to allow the student to gain maximum experience in providing expert nursing care for aging adults. The Student is given line responsibility and accountability for his or her case load and is under close supervision of experienced practitioners in the field. The course provides the student an opportunity to explore in the "real world," strategies for sound health care developed in the preceeding course work. (12 credits) Required for class of 1976.

NUGER 591 *Independent Clinical Study.* Intensive independent study in geriatric nursing. (Variable credit)

Nursing—Medical/Surgical

NUM/S511 *Nursing Seminar and Practicum I.* Seminar and Practicum in Medical/Surgical Nursing and the subspecialties such as oncological and cardiovascular diseases. Seminar focuses on nursing problems with discussion of relevant theories, clinical approaches and research findings. The practicum includes study and observation of the role of the clinical specialist, and experience with patients to prepare for practice as a clinical specialist in the particular specialty area. Students may select field experiences in settings available within the Rush network, in primary, secondary, or tertiary care centers. Clinical experiences may focus on different age groups. Prerequisite: NURSG 501. (Experiences vary—7 credits)

NUM/S 512 *Nursing Seminar and Practicum II.* Continuation of content covered in NUM/S 511. (Experiences vary—7 credits)

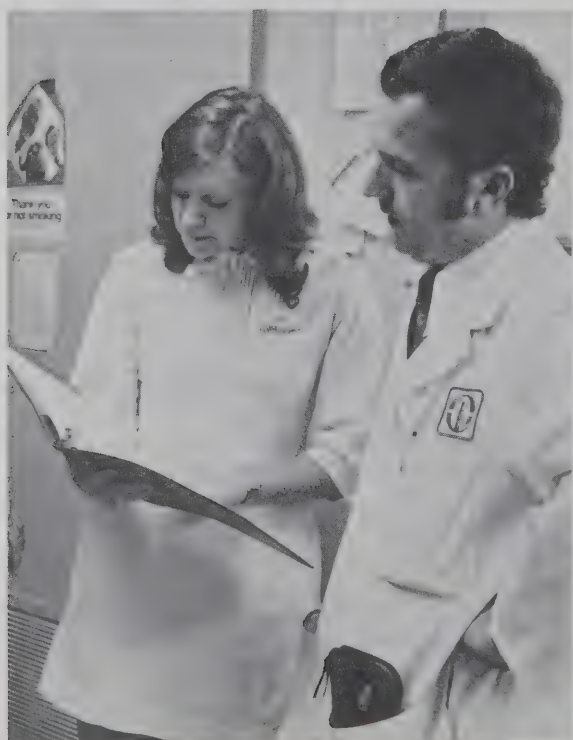
NUM/S 513 *Nursing Seminar and Practicum III.* Continuation of NUM/S 512. Includes completion of a clinical research project. (Experiences vary—7 credits)

Nursing—Oncology

NUONC 511 *Nursing Seminar and Practicum I.* Seminar focuses on oncology nursing problems with discussion of relevant theories, clinical approaches and research findings. The practicum includes study and observation of the role of the clinical specialist, and experience with patients to prepare for practice as a clinical specialist in oncological nursing. Students may select field experiences in settings available within the Rush network, in primary, secondary, or tertiary care centers. Clinical experiences may focus on different age groups. Prerequisite: NURSG 501. (Experiences vary—7 credits)

NUONC 512 *Nursing Seminar and Practicum II.* Continuation of NUONC 511. (Experiences vary—7 credits)

NUONC 513 *Nursing Seminar and Practicum III.* Continuation of NUONC 512. Includes completion of a clinical research project. (Experiences vary—7 credits)



Nursing—Psychiatric

NUPSY 506

Clinical Practicum. The study and observation of the role of the clinical specialist, and experience with patients to prepare for practice as a clinical specialist in psychiatric nursing. Student may select field experiences in different settings available within the Rush network, in primary, secondary, or tertiary care centers. Clinical experiences may focus on different age groups. Prerequisite: NURSG 501. (Experiences vary—5 credits)

NUPSY 511

Nursing Seminar and Practicum I. Seminar and Practicum in Psychiatric Nursing. Seminar focuses on nursing problems with discussion of relevant theories, clinical approaches and research findings. The practicum includes study and observation of the role of the clinical specialist, and experience with patients to prepare for practice as a clinical specialist in psychiatric nursing. Students may select field experiences in different settings available within the Rush network, in primary, secondary, or tertiary care centers. Clinical experiences may focus on different age groups. Prerequisite: NURSG 501. (Experiences vary—7 credits)

NUPSY 512

Nursing Seminar and Practicum II. Continuation of content covered in NUPSY 511. (Experiences vary—7 credits)

NUPSY 513

Nursing Seminar and Practicum III. Continuation of NUPSY 512. Includes completion of a clinical research project. (Experiences vary—7 credits)

Nursing—General

NURSG 316, 317, 318, 411, 412, 413

Seminar and Practicum I-VI. Individual course descriptions are listed below. The amount of time spent in seminar may vary between three and six hours and the clinical practicum between twelve and twenty-four hours each week. Included in the clinical practicum are basic nursing activities performed in simulated settings. Instructional supervision and various auto-tutorial media are utilized to ensure competence before students practice the skills in the clinical setting. A failing grade in either the seminar or the practicum will result in an "F" for the entire course.

NURSG 316

Seminar and Practicum I. Introduction to the profession of nursing with emphasis on the application of selected behavioral science concepts to nursing practice. The concepts of communication, health-illness behavior, stress-adaptation, problem-solving, teaching-learning, and growth and development are studied in relation to the nursing process. Corequisite: BEHAV 301. (8 credits)

NURSG 317

Seminar and Practicum II. Application of biological science (physiology and pathophysiology) to nursing practice. Students are assigned to various clinical settings where they put into practice knowledge acquired in science lectures. Seminars stress nursing principles and rationale and are the points at which science is made applicable to nursing practice. Corequisite: BIOSC 301. (8 credits)

- NURSG 318** *Seminar and Practicum III.* Continuation of NURSG 317. Corequisite: BIOSC 302. (8 credits)
- NURSG 323** *Heritage of Nursing.* Study of the contributions and influences of nursing and nursing leaders with consideration of the social and cultural eras in which they lived. Emphasis is placed on those contributions and influences which advanced nursing and on trends and issues that influence the individual and the nursing profession. (2-0-2)
- NURSG 411** *Seminar and Practicum IV.* Application of sociobiological concepts to nursing practice. Students learn to use the systems approach in experiences related to group behavior in the context of organizations and political and economic problems and issues. The major theme of the course is the interaction of multiple systems with health and illness. Corequisite: HCSYS 401. (9 credits)
- NURSG 412** *Seminar and Practicum V.* Application of behavioral science to nursing practice. The major focus is the utilization of behavioral science concepts in the nursing care of patients. Interpersonal communication and role theory constructs are examined and practiced in relation to individuals, families, and groups. The interpersonal intervention process is studied and practiced, including the development of skills to help ensure sensitivity to the wide range of socio-cultural influences on behavior. Corequisite: BEHAV 401. (9 credits)
- NURSG 413** *Seminar and Practicum VI.* One of several specialty areas will be available to the senior nursing student. Each section will provide the student with the opportunity to investigate designated topics related to the specialty area as well as to attain greater depth of knowledge and experience. Through both the nursing seminar and practicum components, the student will have the opportunity to synthesize concepts and assume leadership in the care of patients and families as the student progresses toward independence as a beginning practitioner in nursing. (10 credits) Corequisite: NURSG 431
- NURSG 424** *Seminar in Arrhythmia Identification.* Designed to help the student recognize and describe the common disorders of cardiac rhythm, underlying hemodynamic mechanisms, and nursing implications. Fourth year nursing students only. (2-0-1)
- NURSG 431** *Concentrated Clinical Studies.* This course is an in-depth study of scientific concepts in relation to a specific area of professional nursing practice. Content includes the integration of previous nursing concepts from behavioral and biological sciences and health systems courses as well as new theories, techniques and research in the chosen specialty area. (3-0-3)
- NURSG 434** *Professional Issues.* Issues in nursing and health care policy are discussed, particularly as they relate to the new graduate. Topics include responsibility and accountability, quality of care, peer review and labor-management relationships. (1-0-1)

- NURSG 436** *Issues in the Management of Chronic Illness.* An overview of the major issues involved in the management of chronic illnesses. A holistic approach is defined through examination of medical, psychological, social, and cultural perspectives. Problems encountered in personal and medical management, as well as their relationships to exacerbations and remissions, are explored utilizing examples of various chronic illnesses and age-specific needs. Various roles available to the nurse for coordination and continuity of care during treatment, long-term management, and rehabilitation will be examined. Prerequisite: BIOSC 302. (2-0-2)
- NURSG 441** *Independent Clinical Study.* Intensive independent study in a clinical area of nursing. (Variable credit)
- NURSG 449** *Independent Study.* Student contracts with nursing faculty for independent academic study in an area of nursing. (Variable credit.)
- NURSG 454** *The Humanities in Nursing: A Literary View.* Students will read and discuss a variety of literary works which are devoted to the human issues of health and illness. Representative readings from novels, short stories, essays, plays and poetry will be selected which emphasize the humanistic concerns expressed in creative writing. Undergraduates by permission of instructor. (2-0-2)
- NURSG 501** *The Use of Concepts, Theories and Models in Nursing Practice.* A seminar on concepts, theories and models. Emphasis is on the use of models in nursing, their theoretical base and the operationalization of models in nursing practice. (2-0-2)
- NURSG 506** *Physical Assessment.* Same as NUCOM 501 with fewer hours in the clinical component for students whose specialty may require less clinical experience in this area. (2-3-3)
- NURSG 511** *Nursing Concepts Seminar.* A discussion of relevant theories, clinical approaches and research findings of various nursing concepts. (3-0-3)
- NURSG 544** *Clinical Assessment for Nursing Practice.* Health status evaluation of patients as practiced by the clinical nurse specialist. Course includes: identification and practice of specific data collection mechanisms and techniques; relating data collection to patient's psychosocial and biophysiologic development; assessing patient status through inspection, palpation, auscultation. Attendance required at all lectures, use of psychomotor skills laboratory expected. Prerequisite: Graduate level Physiology. (4-1-4)
- NURSG 591** *Independent Clinical Study.* Intensive independent study in a clinical area of nursing. Prerequisite: HLCED 583. (2-5 credits)
- NURSG 599** *Independent Reading.* Student contracts with nursing faculty for independent academic study in area of nursing. (2-5 credits)

Nutrition

- NUTRI 455** *Ecology of Nutrition.* The sociological, psychological, economic, political, and cultural factors which affect the intake of required nutrients, observed on a global basis. Ecological imbalance, nutritional diseases, and their long-term ramifications on the individual and his world are studied in detail. (3-0-3)
- NUTRI 461** *Nutrition, Growth and Development.* Examination of the development of metabolic and physiologic functions with primary considerations of mechanisms for the regulation of these events. The role of diet in these processes and in the determination of later functional capability is emphasized. (4-0-4)
- NUTRI 465** *Ecology of Malnutrition in Urban Industrial Populations.* The epidemiologic approach to the study of malnutrition. Poverty, its broad meaning and implications. Social and psychological correlates of malnutrition. (3-0-3)
- NUTRI 466** *Advanced Human Nutrition.* An indepth study in advanced nutritional concepts which integrates the sciences of biochemistry and physiology. (4)

Pharmacology

- PHARM 301** *Introduction to Pharmacology.* Basic facts and principles upon which therapeutic pharmacology is based. Discussion includes such areas as major drug groups and major drug actions. Corequisite: NURSG 316. (2-0-2)

Physiology

- PHYSO 451** *Physiology I.* Comprehensive physiology course covering all of the major organ systems. A conceptual approach to understanding of physiological functions is developed. Emphasis is placed on utilization of facts in problem-solving. (5-0-5)
- PHYSO 452** *Physiology II.* Continuation of PHYSO 451. (5-0-5)
- PHYSO 504** *Neurophysiology.* A conceptual approach to the understanding of central nervous system functions. Discussion includes normal function and selected areas of pathology and current research. A one-hour student presentation is required. (2-0-2)

Preventive Medicine

- PRMED 503** *Epidemiology.* Principles and methods of epidemiologic investigation of infectious and non-infectious diseases. The distribution and dynamic behavior of disease in the population. Etiologic factors, modes of transmission, and pathogenesis of disease. Laboratory work includes methods of collecting and analyzing field observations. (2-3-3)

Psychology

PSYCO 453

Theories of Deviance. Exploration of contemporary sociological theories of deviance. Emphasis on interactional and labeling processes as they relate to definitions of deviance, societal reactions and systems of social control. Preference given to graduate students. Prerequisite: One introductory and/or one advanced course in sociology (2-0-2)

PSYCO 454

Physiological Psychology. A survey of gross and microscopic neuroanatomy, neurophysiology, and endocrinology. Includes group dissection of representative mammalian brains and demonstrations of the behavioral consequences of lesions and stimulation in the central nervous system and endocrine system. Same as PSY 414 at Illinois Institute of Technology. (4-0-4)

Sociology

SOCIO 511

Processes of Social Change. Theories and techniques of analyzing change processes and facilitating change in professional settings. Specific experiences of work in novel settings or roles will be shared by guest speakers. Theoretical and practical issues on becoming a change agent will be covered. (4-0-4)

Statistics

STATS 301

Probability and Statistics. Basic statistical concepts and techniques including probability measures. (3-0-3)

STATS 502

Bio-Statistics. Collection, tabulation and elementary analysis of data, including vital statistics, treatment of rates, distribution of variety and sampling variations. Probability, permutations and combinations, histograms, measures of location and dispersion, life tables, normal distributions, sampling distributions of norm and variance, normal approximation for dichotomous populations, point and interval estimation for norm and variance influence for two samples, paired observations. Prerequisite: STATS 301 or equivalent undergraduate statistics course. (3-0-3)





College of Nursing Faculty

July 1, 1977

Nellie Abbott	Associate Professor of Nursing B.S., Waynesburg College; M.Litt., University of Pittsburgh; Ph.D., New York University
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The colleges of Rush University are located at the main campus of Rush-Presbyterian-St. Lukes Medical Center at 1753 West Congress Parkway, Chicago, Illinois 60612

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The College of Health Sciences
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Affiliated Colleges

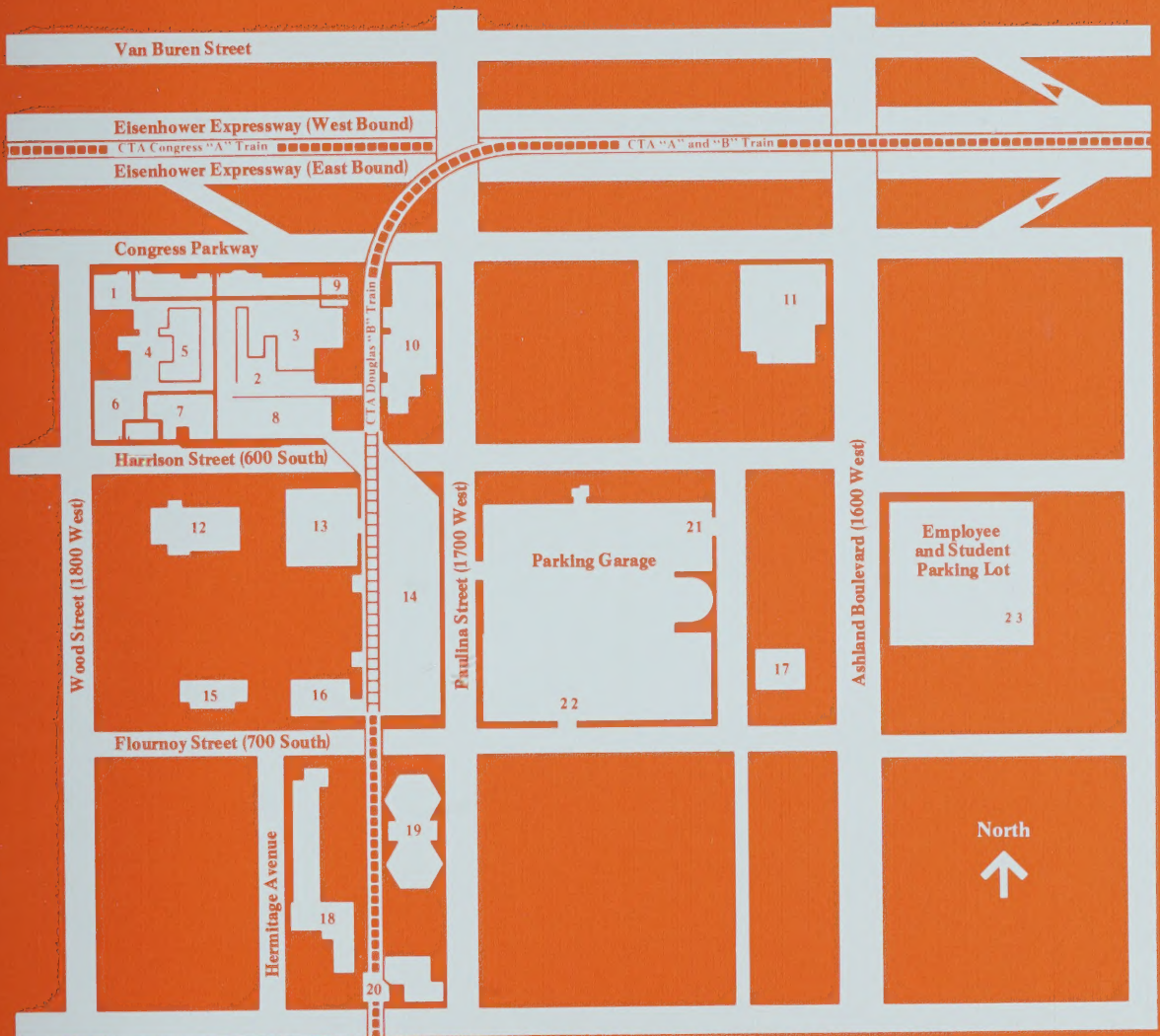
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The Colorado College, Colorado Springs, Colorado 80903
Cornell College, Mount Vernon, Iowa 52314
Fisk University, Nashville, Tennessee 37203
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Illinois Institute of Technology, Chicago, Illinois 60616
Knox College, Galesburg, Illinois 61401
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Macalester College, St. Paul, Minnesota 55105
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Ripon College, Ripon, Wisconsin 54971

Clinical Network

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Central DuPage Hospital, Winfield, Illinois
Christ Hospital, Oak Lawn, Illinois
Community Memorial General Hospital, La Grange, Illinois
Galesburg Cottage Hospital, Galesburg, Illinois
Mile Square Health Center, Inc., Chicago, Illinois
Mount Sinai Hospital Medical Center, Chicago, Illinois
Schwab Rehabilitation Hospital, Chicago, Illinois
Sheridan Road Pavilion, Chicago, Illinois
Swedish Covenant Hospital, Chicago, Illinois
West Suburban Hospital, Oak Park, Illinois

For more information
Call or write:
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Rush University
600 S. Paulina
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(312) 942-7100

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1401 South California

- | | | |
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| 2 East Pavilion | 11 Columbia Building | 20 Polk Street Station, Rapid Transit |
| 3 Pavilion | 12 Scheppe-Sprague Hall | 21 Parking Garage Entrance (A, B, C, D) |
| 4 Murdock | 13 Professional Building | 22 Parking Garage Entrance (E, F) |
| 5 Cafeteria | 14 Rush University Academic Facility | 23 Employee and Student Parking Lot |
| 6 Rawson | 15 Kidston Apartments | |
| 7 Senn | 16 McCormick Apartments | |
| 8 Jelke | 17 Laurance Armour Day School | |
| 9 Tea Room | 18 Marshall Field IV Building | |

